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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

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1870-71.

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1870.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, humbly submit to Your Majesty the following Report of our proceedings during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

The period to which this report relates closes with the 31st of August 1870, up to which date the chief statistical and other returns of our Committee are as usual made up. As the Elementary Education Act, which was under the consideration of Parliament when we last reported to Your Majesty, did not receive Your Majesty's gracious assent till the 9th of August 1870, none of the great changes made by that Act in the national provision for Elementary education in England took effect within the year now under review. Any lengthened comments on the details, or working, of our past administration of a system which has been so materially modified by recent legislation, would, under these circumstances, be somewhat out of date. We have accordingly confined ourselves, on this occasion, to the preparation of a general summary of the principal results attained in the schools under inspection in 1870; and to this summary we append a brief statement of the duties which we have discharged, down to a recent date, in carrying out the provisions of the Education Act of last session.

Elementary Schools.

In the year ending 31st August 1870 the inspectors visited 10,214 day schools in Great Britain, to which annual grants were made, containing 14,158 departments under separate teachers; these schools, at 8 square feet of superficial area per child, would accommodate 2,152,712 scholars. There were on the registers the names of 1,949,026 children, of whom—

493,507 were under 6 years of age;
1,257,969 were between 6 and 12;
197,550 were above 12.

Of these scholars 1,654,210 were present on the day of the inspector's visit to their respective schools, while 1,355,911 were in average daily attendance throughout the year; 1,375,612* having made the requisite number of attendances (200 times, or 100 days) were qualified to bring grants to their schools, 285,001 (being under 6) without individual examination, and 1,090,611 (above 6 years of age) on passing a satisfactory examination before the inspector in reading, writing, and arithmetic; 887,041 were actually presented for such examination, and 627,227 passed the prescribed test without failure in any one of the three subjects.

Simple inspection.

The inspectors also visited 735 schools which do not fulfil the conditions on which annual grants are made. In these schools 46,094 scholars were present on the day of inspection.

Night schools.

The night schools examined during the year were 2,580 in number; 76,937 scholars above 12 years of age were, on an average, in attendance each night; 93,591 scholars were qualified for examination by having made 24 attendances during the night school session of (at least) 40 nights. Of these 75,985 were actually examined, and out of every 100 scholars so examined, 92 passed in reading, 85 in writing, and 82 in arithmetic.

The inspectors found 14,966 certificated teachers at work in the aided schools which they visited, while the 45 training schools, from which the supply of such teachers is mainly recruited, furnishing accommodation for 3,261 students, contained, in 1870, 1,478 students in the first, and 1,122 in the second year of their residence. These students (with very few exceptions), and 645 acting teachers, were examined for certificates in December 1870; and in the following week 2,044 candidates for admission to the 1,547 vacancies declared in the training colleges were examined, of whom 1,761 were successful, while 1,597 are at this moment in their first year of residence, along with 1,316 students of the second year.

All this work of inspection and examination was carried out, under the supervision of the central office, by 79 inspectors, with the aid of 24 assistants. Of these officers, 49 inspectors were employed in visiting 6,382 schools connected with the Church of England; 14 inspected 1,549 Protestant schools in England not so connected; four inspected 415 Roman Catholic schools in Great Britain; eight visited 1,251 schools connected with the Church of Scotland; three were employed in inspecting 527 Free Church and other schools not connected with the Established Church; and one inspector, whose whole time however, was not devoted to the public service, visited the 90 schools of the Episcopal Church of Scotland.

The following tables of statistics abstracted from the reports of the inspectors on the elementary schools visited by them in the course of the last four years show clearly the rate of progress during that period in England and Scotland respectively :—

* Of these 60,585 were half-timers, from whom 100 attendances were accepted as sufficient.

ENGLAND AND WALES.

	Years ending 31st August			
	1867.	1868.	1869.	1870.
ESTIMATED POPULATION at the middle of the year - -	21,429,508	21,649,377	21,869,607	22,090,163
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—				
Receiving annual grants -	12,003	12,798	13,644	14,565
Simply inspected - -	619	644	760	688
Total - -	12,622	13,442	14,404	15,253
ACCOMMODATION—				
In Annual Grant Schools -	1,547,585	1,663,043	1,765,944	1,878,584
In Simple Inspection Schools* -	50,108	47,480	58,362	53,982
Total - -	1,597,693	1,710,523	1,824,306	1,932,566
NUMBER OF SCHOLARS—				
In schools receiving annual grants—				
Present at examination—				
Day scholars - -	1,124,606	1,226,451	1,328,863	1,434,766
Evening scholars † - -	45,794	58,327	68,516	77,918
Total - -	1,170,400	1,284,778	1,397,379	1,512,684
Average number attending—				
Day scholars - -	911,681	978,521	1,062,999	1,152,389
Evening scholars - -	45,835	55,154	64,210	73,375
Total - -	957,516	1,033,675	1,127,209	1,225,764
In schools simply inspected—				
Present at examination—				
Day scholars - -	33,650	35,987	40,644	39,117
Evening scholars - -	33	94	63	5
Total - -	33,683	36,081	40,707	39,122
Average number attending—				
Day scholars - -	14,689	16,087	16,681	16,592
Evening scholars - -	—	158	118	7
Total - -	14,689	16,245	16,799	16,599
NUMBER OF TEACHERS—				
Certificated - - -	10,510	11,102	11,752	12,467
Assistant - - -	1,154	1,253	1,233	1,262
Pupil - - - -	9,362	10,677	12,357	14,304

* No returns from 106 schools in 1867, 140 schools in 1868, 96 schools in 1869, and 105 schools in 1870.

† 24,876 of the evening scholars examined in 1867, 36,768 of those examined in 1868, 48,855 of those examined in 1869, and 63,572 of those examined in 1870, were examined by the managers pursuant to Articles 142-9 of the Revised Code (1870).

SCOTLAND.

	Years ending 31st August			
	1867.	1868.	1869.	1870.
ESTIMATED POPULATION at the middle of the year - -	3,170,769	3,188,125	3,205,481	3,222,837
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—				
Receiving annual grants* - -	1,878	2,026	1,939*	2,173
Simply inspected - -	91	104	84	101
Total - -	1,969	2,130	2,023	2,274
ACCOMMODATION—				
In Annual Grant Schools -	234,146	251,397	245,270*	274,128
In Simple Inspection Schools† -	5,468	8,690	6,768	8,541
Total - -	239,614	260,087	252,038	282,669
NUMBER OF SCHOLARS—				
In schools receiving annual grants—				
Present at examination—				
Day scholars - -	179,168	197,308	194,352*	219,444
Evening scholars - -	2,804	2,965	1,599	2,301
Total - -	181,972	200,273	195,951	221,745
Average number attending—				
Day scholars - -	169,708	184,847	182,028*	203,522
Evening scholars - -	2,886	3,207	2,631	3,292
Total - -	172,594	188,054	184,659	206,814
In schools simply inspected—				
Present at examination—				
Day scholars - -	5,045	6,533	5,465	6,977
Evening scholars - -	—	—	—	—
Total - -	5,045	6,533	5,465	6,977
Average number attending—				
Day scholars - -	2,664	3,806	4,119	4,084
Evening scholars - -	—	—	—	—
Total - -	2,664	3,806	4,119	4,084
NUMBER OF TEACHERS—				
Certificated - - -	2,103	2,285	2,225*	2,499
Assistant - - -	49	26	12	2
Pupil - - - -	2,157	2,510	2,659*	3,203

* 92 schools (*Institutions*) were *not* inspected during the year 1869. The managers' returns for those schools gave an average attendance of 7,832 scholars, 97 certificated teachers, and 89 pupil-teachers.

† No returns from 18 schools in 1867, 13 schools in 1868, two schools in 1869, and 12 schools in 1870.

According to the first of these tables, the schools in England and Wales under inspection, and actually visited in the last four years, furnished accommodation in 1867 for 7·46 per cent., in 1868 for 7·91 per cent., in 1869 for 8·34 per cent., and in 1870 for 8·75 per cent. of the whole estimated population. The average attendance in these schools as compared with the same population, in like manner rose from 4·53 per cent. in 1867, to 4·85 per cent. in 1868, to 5·24 per cent. in 1869, and to 5·62 per cent. in 1870. This is satisfactory in so far as it shows that the accommodation supplied by our schools, and the attendance of the scholars frequenting them, have increased in a greater ratio than the population of the country, while the supply of teachers qualified, or preparing, to undertake the charge of these schools has also steadily improved. But the accommodation in our schools continues to be largely in excess of the number of children who avail themselves of it, while the attendance at inspected schools falls grievously short of the supply of scholars who ought to be forthcoming from the population. If, moreover, we apply to the children who do attend our schools any test of their attainments at all proportioned to their respective ages, we shall find that the results are much below any standard that can be accepted as satisfactory.

This may be briefly shown as follows:—In 1870 the inspectors visited, in England and Wales, 12,061 day schools, or departments of day schools, receiving annual aid, and under the charge of separate teachers. Of these schools or departments 2,486 are for boys only, 1,805 for girls only, in 5,766 boys and girls are instructed together, and 2,004 are mainly attended by infants.

These schools would hold 1,878,584 scholars, and 1,152,389 (653,882 males and 498,507 females) were in daily average attendance throughout the year. In their instruction were employed 6,395 schoolmasters and 6,072 schoolmistresses, either already certificated or passing the probationary period of two years, between the date at which they successfully passed their examination and the issue of their certificates.

Of the scholars below six years of age for whom grants may be paid (Article 40, *b*, 2) without individual examination, 263,170 had attended the number of times (200) qualifying them to bring grants to their schools, and of these 236,494 were present on the day of inspection; of the scholars above six years of age 923,842 were qualified, but only 765,584 were tendered for examination under the following standards:—

235,493	in	Standard I.*
193,756	„	II.
144,672	„	III.
100,138	„	IV.
58,345	„	V.
33,180	„	VI.

* The Standards referred to here are those of the Revised Code (1870) and not of the New Code (1871).

Of the scholars so examined 473,440 were under, and 292,144 were over 10 years of age.

The total number presented in Standards I.–III. was—

Under 10 years of age - - -	444,590
Over „ „ - - -	129,331

In Standards IV.–VI.—

Under 10 years of age - - -	28,850
Over „ „ - - -	162,813

The number who passed without failure in any one of the three subjects of examination was 527,225, of whom there were in Standards I.–III.—

Under 10 years of age - - -	322,169
Over „ „ - - -	92,591

And in Standards IV.–VI.—

Under 10 years of age - - -	16,470
Over „ „ - - -	95,995

Unsatisfactory results of examination.

These figures show that out of every 100 children present on an average daily only 80·17 were qualified by age (over six) or by number of attendances (not less than 200 in the year at the same school) for individual examination; of these 80·17 the number actually presented for examination was 765,584, and of those who passed without failure in any one of the subjects 527,225. If we confine our attention to the scholars over 10 years of age it further appears that out of every 100 of these older scholars examined only 64·55 passed without failure, although 129,331, or 44·27 per cent. of the number, were examined in the three lower Standards; while those who passed without failure in the three higher Standards were only 32·86 out of the 100.

These results, though they show a slight improvement upon previous years, are far from satisfactory. We trust that the provisions of the New Code and the working of the Education Act will ere long effect a marked change in the number of children found in our schools, in the regularity of their attendance, and in the standard of instruction to which they rise.

Training Schools.

Training schools.

We mentioned above the number of students now in residence in the training schools under our inspection. The following tables show the increase which has taken place in the number of candidates for admission to these institutions, and of students undergoing a course of professional instruction:—

Summary No. 1.

Denomination.	Number of Students resident.								
	1869.			1870.			1871.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of England	488	714	1,202	628	776	1,404	780	780	1,560
British	121	102	223	141	105	246	162	124	286
Wesleyan	67	64	131	76	65	141	76	60	136
Congregational	6	13	19	19	24	43	24	26	50
Home and Colonial	—	140	140	—	140	140	—	140	140
Roman Catholic	42	65	107	50	73	123	70	73	143
Total, England	724	1,098	1,822	914	1,183	2,097	1,112	1,203	2,315
Scotch:—									
Established	111	110	221	120	110	230	140	136	276
Free Church	71	150	221	88	164	252	132	185	317
Episcopal	—	22	22	—	21	21	—	25	25
Total, Scotland	182	282	464	208	295	503	272	346	618
Grand Totals	906	1,380	2,286	1,122	1,478	2,600	1,384	1,549	2,933

Summary No. 2.

Showing the Sources from which the Candidates for Training, in each of the above three Years, were mainly drawn, at the previous Christmas Examinations.

Great Britain.

	1868.		1869.		1870.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of all years, at Christmas	6,365	7,303	7,332	8,369	8,354	9,583
Pupil-teachers in their fifth year	637	889	815	1,133	932	1,314
Pupil-teachers examined for admission into Training schools	413	631	542	744	652	896
Non-pupil-teachers examined	202	279	250	288	229	267
Candidates who passed the examination successfully	457	788	698	883	803	958

Additional accommodation is being provided by the British and Foreign School Society, and by the Wesleyan Education Committee, for persons desirous of being trained for the work of a teacher. But, even if there were no increase in the provision made for supplying trained masters and mistresses, the English training schools, which furnish accommodation for (about) 2,500 students, could turn out every year 1,250 teachers, who had gone through a two years' course of training. This supply, if the school life of a teacher, under a thoroughly organised system of public instruction, is estimated at 20 years, would keep up a staff (when once established) of 25,000 trained teachers for our elementary schools, without taking into account the number that enter the profession through other channels.

Supply of trained teachers.

The training schools in Scotland could, in like manner, maintain a body of 7,660 efficient teachers; a number which is somewhat in excess of the requirements of that part of the kingdom, and might consequently be drawn upon for the supply of English schools.

We repeat these statements from our last Report because there appears to be some misapprehension as to what could be done in the way of maintaining a body of duly qualified teachers, even with the present resources of the training schools. But, with the view of making still further use of these resources, we have removed some former restrictions upon the number of students who may be trained at the public expense; and we have suspended till 1873 the requirement of two years' residence as a condition of our making a grant to a training school, for such of its students as are appointed teachers of elementary schools. We attach so much importance to the completion of a two years' course of training, that we agreed to this change with great reluctance when it was pressed upon us by the managers of several colleges under inspection; we did so only to enable the authorities of these institutions to meet the temporary and exceptional demands which are being made upon them in consequence of the passing of the Education Act, for a supply of teachers for the numerous schools coming under inspection, and claiming recognition and annual aid as public elementary schools.

Elementary Education Act, 1870.

We have pointed out that this Act did not come into operation within the period properly covered by the present Report. But writing as we do within a few weeks of the close of another official year, in which many of the provisions of the Act have already taken effect, we cannot but allude to the extent to which this important measure has affected our administration, the labour and responsibility of which it has so largely increased. We proceed therefore to indicate briefly the chief duties it has imposed upon us; referring for more detailed information as to our arrangements for discharging these duties to the various orders and instructions issued by us, and printed in the Appendix to this Report.

Educational Census.

Education Act, sec. 67.

The local authorities of the municipal boroughs throughout England and Wales, and of every parish not included in a borough or in the metropolitan district, were bound to render to us by the 31st of December 1870, returns of the elementary schools, and children requiring elementary instruction, within their respective districts. Special provision was made for the metropolis to which we shall hereafter refer.

There are 14,881 parishes in England and Wales, separately maintaining their own poor.

Of these there are,—	
In the metropolitan district - -	192
In municipal boroughs, 826; viz.:—	
Entirely municipal - - -	593
Partly municipal - - -	233
In the city of Oxford, 19; viz.:—	
Municipal - - - -	14
Partly municipal - - -	5
	1,037
leaving for civil parishes (rural or in unincorporated towns) - - - - - -	13,844
	14,881

The population to be dealt with in the returns from these districts, according to the census of 1861, amounted to,—

1. In the metropolitan district -	2,809,004
2. In the 220 municipal boroughs -	5,511,653
3. In rural parishes and unincorporated towns - - - -	11,745,567
	20,066,224

The returns for the whole of this population (exclusive of London) were, with a few unimportant exceptions, duly completed, early in the year 1871, in accordance with instructions which we issued as soon as the Education Act passed. Those relating to the civil parishes (not within municipal boroughs or the London district) have been tabulated and laid before Parliament.* Appendix, page liii.

School Boards.

The object of these Returns was to ascertain the amount of the school provision already available throughout the country, and the deficiency (if any) to be supplied in each locality. The Act provides that, failing voluntary effort, this deficiency, on being ascertained, after careful inquiry, by officers of the Education Department, shall be met by the election of school boards, empowered and required to take the necessary steps for the provision, or erection, of a sufficient number of additional schools, suitable to the wants of the population. But provision is further made by section xii. of the Act, for anticipating this proposed local inquiry, and for the immediate election of school boards on the application of the town councils of municipal boroughs, or the ratepayers in extra-municipal parishes. We received within a short period of the passing of the Education Act so many applications for the formation of school boards under this section, that

* House of Commons Parliamentary Paper No. 201 (1871).

one of our first duties was to frame regulations for the election of school boards.

See page lxvii.

At the date of this report we have to state that we have issued orders for the election of school boards in 96 out of the 220 municipal boroughs, containing (1861) a population of 4,379,487 souls; and in 188 civil parishes, not within the metropolitan or municipal limits, containing a population of 896,257 souls. The voluntary adoption by so large a proportion of the population of the kingdom of one of the leading principles of the Act is extremely gratifying, as it shows how earnest a desire is felt throughout the country to carry into effect, without delay, the powers with which each locality is now vested, to extend, improve, and complete the existing provision for the education of the people.

See page lxxxviii.

We feel justified in expressing our satisfaction with the way in which the orders for the formation of school boards throughout the country have been carried out, with the successful working of somewhat novel experiments in the manner of electing the representatives of large bodies of ratepayers, and with the character of the representative bodies so elected.

It augurs well for the efficient working of the new national system that it has enlisted the sympathy and services of so many active, earnest, and experienced friends of education.

London School Board.

In London the election of a school board was not left to follow from an inquiry into the sufficiency of the existing means of education, or from the voluntary application of any local authority, but was prescribed by the Act. The orders which we issued, under the powers given to us for the purpose, fixing the limits of the several divisions of the metropolis, the number of members for each division, and the mode of electing these members, will be found in the Appendix (page lix).

The collection of the Educational returns for the large area within the metropolitan district, was by the Act (section 67) deferred till after the election of the school board, and this duty was duly completed within four months from the date of the appointment of the chairman, the period prescribed for the purpose.

The board have addressed themselves, with much energy, to other important matters. Their agents are now conducting an inquiry into the *sufficiency* and *suitability* of the school provision of the metropolis, the *efficiency* of which is being investigated by our own officers. They have also taken in hand an exhaustive educational census of the whole population of the district; while numerous committees have now under consideration questions of great interest relating to compulsory school attendance, the education of the pauper and outcast population, the scheme of education to be adopted in schools under the jurisdiction of the board, and the steps to be taken for the immediate provision of a supply of such schools, in the most neglected quarters. On several of these subjects full and valuable reports have been submitted to

the board, and we trust that the various schemes upon which they have entered, may be carried out with the same zeal and energy which have hitherto marked their proceedings.

Compulsory Attendance.

The provisions of the Education Act for enforcing the attendance of children at school, are receiving the careful attention which is demanded by the importance and novelty of the powers entrusted to the local authorities by whom they are to be carried out.

We have approved byelaws submitted to us under section 74 of the Act by the school boards of Liverpool, Stockport, and Bootle cum Linacre.

These byelaws having been sanctioned by Your Majesty in Council, are set out in the Appendix to this Report, as required by the section of the Act above referred to. Page xci.

In several other cases, such as Manchester, Oxford, Rochdale, Hanley, Burnley, Blackburn, Barnstaple, &c., byelaws have been passed and are now under consideration before being submitted to Your Majesty for approval.

Re-organisation of Inspectors' Districts.

We have dwelt at length in previous reports upon the many administrative improvements which would result from the abolition of denominational inspection. This important change in our previous system was effected by the seventh section of the Education Act. We have accordingly re-arranged the whole of the Inspectors' districts, and Your Majesty having, on our recommendation, been graciously pleased to appoint 14 new inspectors, during the past year, we are able to publish (Appendix, page cliv) a list showing the names of our present staff, and the district superintended by each of them. The list also contains the names of the Inspectors' assistants, who have been nominated up to this date, and of the Inspectors of Returns whom we have appointed, under section 91 of the Education Act; one of those temporary officers is now at work under the direction of each of the Inspectors, assisting in the examination of schools in receipt of annual grants, as well as in the inquiry which is being carried out into the general school provision of the district under the Inspector's charge.

Local Inquiry into School Provision.

This inquiry could not be commenced till the month of May last, when the changes in the Inspectors' districts took effect. We are as yet unable to report any definite results which have been realized from it; but many of the school boards already elected have contributed very materially to its early completion. As soon as each board was formed we forwarded to it the returns made, through the local authorities of the borough or parish, by all the schools in the district. At the same time we requested the board to furnish us with a report upon the efficiency of these Appendix, page lxxxvi.

schools, the extent to which they provided for the children requiring elementary instruction, and the means by which the board proposed to meet any deficiency in the school supply of their district. We believed that the members of the board, so recently elected to represent the educational interests of each district, would from their local knowledge be the best persons to undertake this important duty, if they were willing to do so, and that they would be likely to discharge it more efficiently and rapidly than if we had entrusted this inquiry in the first instance to a single special officer of the Department. We have been glad to find that our proposal has in every instance been cordially agreed to; many valuable and interesting reports have already reached us, and are now in the hands of the Inspectors for review; while in some of the largest towns in the kingdom we have reason to believe that, in order to comply with our request, very careful and exhaustive inquiries are now being made into the educational condition of the people. The information obtained by these inquiries will, it is hoped, furnish a thoroughly trustworthy basis for future proceedings, and any short delay in procuring it will be fully made up for by its accuracy. We have for ourselves, and on behalf of many school boards, to thank the Registrar-General for the assistance he has been good enough to give in connexion with these inquiries, which had unfortunately to be made at the very time when his department was fully engrossed with the duty of carrying out the late census.

New Code.

The Education Act, which prescribed certain changes in the principles of the Revised Code, was passed on the understanding that the amount of the annual grants previously available under that Code for the support of elementary schools would be increased. We therefore, by Your Majesty's command, submitted to Parliament, at the beginning of the present session, a New
Page cv. Code of Regulations, framed with special reference to the alterations required by this Act, and by the promises of Government in Parliament. In this Code we have carefully maintained the principle of payment by results, but have endeavoured to lay down terms of aid which, while increasing the efficiency of the inspected schools, will materially simplify the administration of our grants. As the Code did not come into operation till the month of May 1871, it would be premature to express any opinion upon its working; but we have already seen reason to hope that, subject to such modifications as experience may show to be necessary, it will lead to improved regularity in the attendance of scholars, to greater variety in the subjects of instruction, and to a considerable addition to the number of pupil-teachers whose employment will increase the efficiency of their schools, while they are themselves preparing for a future career of usefulness as elementary teachers. Instructions issued in explanation of the principal changes intro-
Page cxxxi. duced by the New Code will be found in the Appendix.

Building Grants.

Section 96 of the Education Act prescribed that no further grants for building elementary schools should be made unless the memorials from the applicants for such aid were completed by the 31st of December 1870. The effect of this provision upon the work of the Department may be judged of by the following facts:—

In the year 1870 grants were made for building 78 and enlarging or improving 96 schools.

From the commencement of the operations of our Committee in 1839 to the end of 1870, grants were made for building 5,016 and enlarging or improving 2,319 schools.

In the year 1870 we received upwards of 5,000 applications for building grants, and, though a considerable number of these applications were not proceeded with, complete memorials were sent in for aid to erect 1,723 new buildings, and to enlarge or improve 1,479 schools. In 28 cases it was doubtful whether the applicants wished to enlarge or rebuild. Of these 3,230 applications, no fewer than 3,111 were received between the 1st of August and 31st of December, and the great majority in the last two months of the year.

There has necessarily been considerable delay in dealing with a number of demands so greatly in excess of those usually made upon the Department in the course of a single year. But we are glad to be able to state that, by the close of the present month, two-thirds of these cases will have been either actually or virtually disposed of, and we hope by the same date to have entered into communication with the promoters of the whole of the remaining cases.

Inspectors' Reports.

In reading the Inspectors' reports which appear in this volume, it should be borne in mind that the period to which they refer closes with the 31st of August 1870. Many of them discuss questions which have been, since that date, settled either by the provisions of the Education Act, or by the introduction of the New Code.

Scotland.

We trust that the passing of an Education Act for Scotland may enable us, at an early date, to discontinue the provisional arrangements under which the Parliamentary grant for promoting public education in that part of Your Majesty's dominions has been administered during the last eight years.

(Signed) RIPON.
W. E. FORSTER.

Education Department, the 7th day of July 1871.

APPENDIX TO REPORT.

THE ELEMENTARY EDUCATION ACT, 1870.

33 & 34 Victoria, Chap. 75.

AN ACT to provide for public Elementary Education in England and Wales. [9th August 1870.]

BE it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows; (that is to say,)

Preliminary.

1. This Act may be cited as "The Elementary Education Act, 1870." Short title.
2. This Act shall not extend to Scotland or Ireland. Extent of Act.
3. In this Act— Definition of terms.

The term "metropolis" means the places for the time being within the jurisdiction of the Metropolitan Board of Works under the Metropolis Management Act, 1855:

The term "borough" means any place for the time being subject to the Act of the session of the fifth and sixth years of the reign of King William the Fourth, chapter seventy-six, intituled "An Act to provide for the regulation of municipal corporations in England and Wales," and the Acts amending the same:

The term "parish" means a place for which for the time being a separate poor rate is or can be made:

The term "person" includes a body corporate:

The term "Education Department" means "the Lords of the Committee of the Privy Council on Education:"

The term "Her Majesty's inspectors" means the inspectors of schools appointed by Her Majesty on the recommendation of the Education Department:

The term "managers" includes all persons who have the management of any elementary school, whether the legal interest in the schoolhouse is or is not vested in them:

The term "teacher" includes assistant teacher, pupil teacher, sewing mistress, and every person who forms part of the educational staff of a school:

The term "parent" includes guardian and every person who is liable to maintain or has the actual custody of any child:

The term "elementary school" means a school or department of a school at which elementary education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments in respect of the instruction, from each scholar, exceed ninepence a week:

The term "schoolhouse" includes the teacher's dwelling house, and the playground (if any) and the offices and all premises belonging to or required for a school:

The term "vestry" means the ratepayers of a parish meeting in vestry according to law:

The term "ratepayer" includes every person who, under the provisions of the Poor Rate Assessment and Collection Act, 1869, is deemed to be duly rated:

The term "parliamentary grant" means a grant made in aid of an elementary school, either annually or otherwise, out of moneys provided by Parliament for the civil service, intituled 'For public education in Great Britain.'

(I.) Local Provision for Schools.

School districts, &c. in schedule.

4. For the purposes of this Act the respective districts, boards, rates and funds, and authorities described in the first schedule to this Act shall be the school district, the school board, the local rate, and the rating authority.

Supply of Schools.

School district to have sufficient public schools.

5. There shall be provided for every school district a sufficient amount of accommodation in public elementary schools (as herein-after defined) available for all the children resident in such district for whose elementary education efficient and suitable provision is not otherwise made, and where there is an insufficient amount of such accommodation, in this Act referred to as "public school accommodation," the deficiency shall be supplied in manner provided by this Act.

Supply of schools in case of deficiency.

6. Where the Education Department, in the manner provided by this Act, are satisfied and have given public notice that there is an insufficient amount of public school accommodation for any school district, and the deficiency is not supplied as herein-after required, a school board shall be formed for such district and shall supply such deficiency, and in case of default by the school board the Education Department shall cause the duty of such board to be performed in manner provided by this Act.

Regulations for conduct of public elementary school.

7. Every elementary school which is conducted in accordance with the following regulations shall be a public elementary school within the meaning of this Act; and every public elementary school shall be conducted in accordance with the following regulations (a copy of which regulations shall be conspicuously put up in every such school); namely,

(1.) It shall not be required, as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday school, or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs:

(2.) The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school shall be either at the beginning or at the end or at the beginning and the end of such meeting, and shall be inserted in a time table to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every schoolroom; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school:

(3.) The school shall be open at all times to the inspection of any of Her Majesty's inspectors, so, however, that it shall be no part of the duties of such inspector to inquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge or in any religious subject or book:

(4.) The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant.

Proceedings for Supply of Schools.

Determination by Education Department of deficiency of public school accommodation.

8. For the purpose of determining with respect to every school district the amount of public school accommodation, if any, required for such district, the Education Department shall, immediately after the passing of this Act, cause such returns to be made as in this Act mentioned, and on receiving those returns, and after such inquiry, if any, as they think necessary, shall consider whether any and what public school accommodation is required for such district, and in so doing they shall take into consideration every school, whether public elementary or not, and whether actually situated in the school district or not, which in their opinion gives, or will when completed give, efficient elementary education to, and is, or will when completed be, suitable for the children of such district.

Notice by Education Department of public school accommodation required.

9. The Education Department shall publish a notice of their decision as to the public school accommodation for any school district, setting forth with respect to such district the description thereof, the number, size, and description of the schools (if any) available for such district, which the Education Department have taken into consideration as above mentioned, and the amount and description of the public school accommodation, if any, which appears to them to be required for the district, and any other particulars which the Education Department think expedient.

If any persons being either—

(1.) Ratepayers of the district, not less than ten, or if less than ten being rated to the poor rate upon a rateable value of not less than one third of the whole rateable value of the district, or,

(2.) The managers of any elementary school in the district,

feel aggrieved by such decision, such persons may, within one month after the publication of the notice, apply in writing to the Education Department for and the Education Department shall direct the holding of a public inquiry in manner provided by this Act.

At any time after the expiration of such month, if no public inquiry is directed, or after the receipt of the report made after such inquiry, as the case may be, the Education Department may, if they think that the amount of public school accommodation for the district is insufficient, publish a final notice stating the same particulars as were contained in the former notice, with such modifications (if any) as they think fit to make, and directing that the public school accommodation therein mentioned as required be supplied.

Formation of school board and requisition to provide schools.

10. If after the expiration of a time, not exceeding six months, to be limited by the final notice, the Education Department are satisfied that all the public school accommodation required by the final notice to be supplied has not been so supplied, nor is in course of being supplied with due despatch, the Education Department shall cause a school board to be formed for the district as provided in this Act, and shall send a requisition to the school board so formed requiring them to take proceedings forthwith for supplying the public school accommodation mentioned in the requisition, and the school board shall supply the same accordingly.

Proceedings on default of school board.

11. If the school board fail to comply with the requisition within twelve months after the sending of such requisition in manner aforesaid, they shall be deemed to be in default, and if the Education Department

are satisfied that such board are in default they may proceed in manner directed by this Act with respect to a school board in default.

Formation of school boards without inquiry upon application.

12. In the following cases, (that is to say,)

(1.) Where application is made to the Education Department with respect to any school district by the persons who, if there were a school board in that district, would elect the school board, or with respect to any borough, by the council;

(2.) Where the Education Department are satisfied that the managers of any elementary school in any school district are unable or unwilling any longer to maintain such school, and that if the school is discontinued the amount of public school accommodation for such district will be insufficient,

the Education Department may, if they think fit, without making the inquiry or publishing the notices required by this Act before the formation of a school board, but after such inquiry public or other, and such notice as the Education Department think sufficient, cause a school board to be formed for such district, and send a requisition to such school board in the same manner in all respects as if they had published a final notice.

An application for the purposes of this section may be made by a resolution passed by the said electing body after notice published at least a week previously, or by the Council, and the provisions of the second part of the second schedule to this Act with respect to the passing of such resolution shall be observed.

Proceedings by Education Department after the first year.

13. After the receipt of any returns under this Act subsequently to the first with respect to any school district, and after such inquiry as the Education Department think necessary, the Education Department shall consider whether any and what public school accommodation is required in such district in the same manner as in the case of the first returns under this Act, and where in such district there is no school board acting under this Act they may issue notices and take proceedings in the same manner as they may after the receipt of the first returns under this Act, and where there is a school board in such district they shall proceed in manner directed by this Act.

Management and Maintenance of Schools by School Board.

Management of school by school board.

14. Every school provided by a school board shall be conducted under the control and management of such board in accordance with the following regulations:

(1.) The school shall be a public elementary school within the meaning of this Act:

(2.) No religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in the school.

Appointment of managers by school board.

15. The school board may, if they think fit, from time to time delegate any of their powers under this Act except the power of raising money, and in particular may delegate the control and management of any school provided by them, with or without any conditions or restrictions, to a body of managers appointed by them, consisting of not less than three persons.

The school board may from time to time remove all or any of such managers and within the limits allowed by this section add to or diminish the number of or otherwise alter the constitution or powers of any body of managers formed by it under this section.

Any manager appointed under this section may resign on giving written notice to the board. The rules contained in the third schedule to this Act respecting the proceedings of bodies of managers appointed by a school board shall be observed.

Neglect by board of regulations of public elementary schools.

16. If the school board do or permit any act in contravention of or fail to comply with the regulations according to which a school provided by them is required by this Act to be conducted, the Education Department may declare the school board to be and such board shall accordingly be deemed to be a board in default, and the Education Department may proceed accordingly, and every act or omission of any member of the school board, or manager appointed by them, or any person under the control of the board, shall be deemed to be permitted by the board, unless the contrary be proved.

If any dispute arises as to whether the school board have done or permitted any act in contravention of or have failed to comply with the said regulations, the matter shall be referred to the Education Department, whose decision thereon shall be final.

Fees of children.

17. Every child attending a school provided by any school board shall pay such weekly fee as may be prescribed by the school board, with the consent of the Education Department, but the school board may from time to time, for a renewable period not exceeding six months, remit the whole or any part of such fee in the case of any child when they are of opinion that the parent of such child is unable from poverty to pay the same, but such remission shall not be deemed to be parochial relief given to such parent.

Maintenance by school board of schools and sufficient school accommodation.

18. The school board shall maintain and keep efficient every school provided by such board, and shall from time to time provide such additional school accommodation as is, in their opinion, necessary in order to supply a sufficient amount of public school accommodation for their district.

A school board may discontinue any school provided by them, or change the site of any such school, if they satisfy the Education Department that the school to be discontinued is unnecessary, or that such change of site is expedient.

If at any time the Education Department are satisfied that a school board have failed to perform their duty, either by not maintaining or keeping efficient every school provided by them, or by not providing such additional school accommodation as in the opinion of the Education Department is necessary in order to supply a sufficient amount of public school accommodation in their district, the Education Department may send them a requisition requiring them to fulfil the duty which they have so failed to perform; and if the school board fail within the time limited by such requisition, not being less than three months, to comply therewith to the satisfaction of the Education Department, such board shall be deemed to be a school board in default, and the Education Department may proceed accordingly.

Powers of school board for providing schools.

19. Every school board for the purpose of providing sufficient public school accommodation for their district, whether in obedience to any requisition or not, may provide, by building or otherwise, schoolhouses properly fitted up, and improve, enlarge, and fit up any schoolhouse provided by them, and supply school apparatus and everything necessary for the efficiency of the schools provided by them, and purchase and take on lease any land, and any right over land, or may exercise any of such powers.

Compulsory purchase of sites.

20. With respect to the purchase of land by school boards for the purposes of this Act the following provisions shall have effect; (that is to say,)

Regulations as to the purchase of land compulsorily.

(1.) The Lands Clauses Consolidation Act, 1845, and the Acts amending the same, shall be incorporated with this Act, except the provisions relating to access to the special Act; and in construing those Acts for the purposes of this section the

special Act shall be construed to mean this Act, and the promoters of the undertaking shall be construed to mean the school board, and land shall be construed to include any right over land:

(2.) The school board, before putting in force any of the powers of the said Acts with respect to the purchase and taking of land otherwise than by agreement, shall—

Publication of notices.

(a.) Publish, during three consecutive weeks in the months of October and November, or either of them, a notice describing shortly the object for which the land is proposed to be taken, naming a place where a plan of the land proposed to be taken may be seen at all reasonable hours, and stating the quantity of land that they require; and shall further,

Service of notices.

(b.) After such publication, serve a notice in manner mentioned in this section on every owner or reputed owner, lessee or reputed lessee, and occupier of such land, defining in each case the particular land intended to be taken, and requiring an answer stating whether the person so served assents, dissents, or is neuter in respect of taking such land;

(c.) Such notice shall be served—

(a.) By delivery of the same personally on the person required to be served, or, if such person is absent abroad, to his agent; or

(b.) By leaving the same at the usual or last known place of abode of such person as aforesaid, or by forwarding the same by post in a registered letter, addressed to the usual or last known place of abode of such person:

Petition to Education Department.

(3.) Upon compliance with the provisions contained in this section with respect to notices the school board may, if they think fit, present a petition under their seal to the Education Department, praying that an order may be made authorising the school board to put in force the powers of the said Acts with respect to the purchase and taking of land otherwise than by agreement, so far as regards the land therein mentioned; the petition shall state the land intended to be taken and the purposes for which it is required, and the names of the owners, lessees, and occupiers of land who have assented, dissented, or are neuter in respect of the taking of such land, or who have returned no answer to the notice, and shall be supported by such evidence as the Education Department may from time to time require:

(4.) If, on consideration of the petition and proof of the publication and service of the proper notices, the Education Department think fit to proceed with the case, they may, if they think fit, appoint some person to inquire in the district in which the land is situate respecting the propriety of the proposed order, and also direct such person to hold a public inquiry:

(5.) After such consideration and proof, and after receiving a report made upon any such inquiry, the Education Department may make the order prayed for, authorising the school board to put in force with reference to the land referred to in such order the powers of the said Acts with respect to the purchase and taking of land otherwise than by agreement, or any of them, and either absolutely or with such conditions and modifications as

they may think fit, and it shall be the duty of the school board to serve a copy of any order so made in the manner and upon the persons in which and upon whom notices in respect of the land to which the order relates are required by this Act to be served:

No order valid until confirmed by Parliament.

(6.) No order so made shall be of any validity unless the same has been confirmed by Act of Parliament; and it shall be lawful for the Education Department, as soon as conveniently may be, to obtain such confirmation, and the Act confirming such order shall be deemed to be a public general Act of Parliament:

(7.) The Education Department, in case of their refusing or modifying such order, may make such order as they think fit for the allowance of the costs, charges, and expenses of any person whose land is proposed to be taken of and incident to such application and inquiry respectively:

Costs, how to be defrayed.

(8.) All costs, charges, and expenses incurred by the Education Department in relation to any order under this section shall, to such amount as the Commissioners of Her Majesty's Treasury think proper to direct, and all costs, charges, and expenses of any person which shall be so allowed by the Education Department as aforesaid shall, become a charge upon the school fund of the district to which such order relates, and be repaid to the said Commissioners of Her Majesty's Treasury or to such person respectively, by annual instalments not exceeding five, together with interest after the yearly rate of five pounds in the hundred, to be computed from the date of any such direction of the said Commissioners, or allowance of such costs, charges, and expenses respectively upon so much of the principal sum due in respect of the said costs, charges, and expenses as may from time to time remain unpaid.

The School Sites Acts as defined in the fourth schedule to this Act shall apply in the same manner as if the school board were trustees or managers of a school within the meaning of those Acts, and land may be acquired under any of the Acts mentioned in this section, or partly under one and partly under another Act.

Purchase of land by managers of public elementary school.

21. For the purpose of the purchase by the managers of any public elementary school of a schoolhouse for such school, or a site for the same, "The Lands Clauses Consolidation Act, 1845," and the Acts amending the same, (except so much as relates to the purchase of land otherwise than by agreement,) shall be incorporated with this Act; and in construing those Acts for the purposes of this section the special Act shall be construed to mean this Act, and the promoters of the undertaking shall be construed to mean such managers, and land shall be construed to include any right over land.

The conveyance of any land so purchased may be in the form prescribed by the School Sites Acts, or any of them, with this modification, that the conveyance shall express that the land shall be held upon trust for the purposes of a public elementary school within the meaning of this Act, or some one of such purposes which may be specified, and for no other purpose whatever.

Land may be acquired under the Acts incorporated with this section, or under the School Sites Acts, or any of them, or partly under one and partly under another Act.

Any persons desirous of establishing a public elementary school shall be deemed to be managers for the purpose of this section if they obtain the approval of the Education Department to the establishment of such school.

Sale or lease of schoolhouse.

22. The provisions of the Charitable Trusts Acts, 1853 to 1869, which relate to the sale, leasing, and exchange of lands belonging to any charity, shall extend to the sale, leasing, and exchange of the whole or any part of any land or schoolhouse belonging to a school board which may not be required by such board, with this modification, that the Education Department shall for the purposes of this section be deemed to be substituted in those Acts for the Charity Commissioners.

Managers may transfer school to school board.

23. The managers of any elementary school in the district of a school board may, in manner provided by this Act, make an arrangement with the school board for transferring their school to such school board, and the school board may assent to such arrangement.

An arrangement under this section may be made by the managers by a resolution or other act as follows; (that is to say,)

(1.) Where there is any instrument declaring the trusts of the school and such instrument provides any manner in which or any assent with which a resolution or act binding the managers is to be passed or done, then in accordance with the provisions of such instrument:

(2.) Where there is no such instrument, or such instrument contains no such provisions, then in the manner and with the assent, if any, in and with which it may be shown to the Education Department to have been usual for a resolution or act binding such managers to be passed or done:

(3.) If no manner or assent can be shown to have been usual, then by a resolution passed by a majority of not less than two thirds of those members of their body who are present at a meeting of the body summoned for the purpose, and vote on the question, and with the assent of any other person whose assent under the circumstances appears to the Education Department to be requisite.

And in every case such arrangement shall be made only—

(1.) With the consent of the Education Department; and

(2.) If there are annual subscribers to such school, with the consent of a majority, not being less than two thirds in number, of those of the annual subscribers who are present at a meeting duly summoned for the purpose, and vote on the question.

Provided that where there is any instrument declaring the trusts of the school, and such instrument contains any provision for the alienation of the school by any persons or in any manner or subject to any consent, any arrangement under this section shall be made by the persons in the manner and with the consent so provided.

Where it appears to the Education Department that there is any trustee of the school who is not a manager, they shall cause the managers to serve on such trustee, if his name and address are known, such notice as the Education Department think sufficient; and the Education Department shall consider and have due regard to any objections and representations he may make respecting the proposed transfer.

The Education Department shall consider and have due regard to any objections and representations respecting the proposed transfer which may be made by any person who has contributed to the establishment of such school.

After the expiration of six months from the date of transfer the consent of the Education Department shall be conclusive evidence that the arrangement has been made in conformity with this section.

An arrangement under this section may provide for the absolute conveyance to the school board of all the interest in the schoolhouse possessed

by the managers or by any person who is trustee for them or for the school, or for the lease of the same, with or without any restrictions, and either at a nominal rent or otherwise, to the school board, or for the use by the school board of the schoolhouse during part of the week, and for the use of the same by the managers or some other person during the remainder of the week, or for any arrangement that may be agreed on. The arrangement may also provide for the transfer or application of any endowment belonging to the school, or for the school board undertaking to discharge any debt charged on the school not exceeding the value of the interest in the schoolhouse or endowment transferred to them.

When an arrangement is made under this section the managers may, whether the legal interest in the schoolhouse or endowment is vested in them or in some person as trustee for them or the school, convey to the school board all such interest in the schoolhouse and endowment as is vested in them or in such trustee, or such smaller interest as may be required under the arrangement.

Nothing in this section shall authorise the managers to transfer any property which is not vested in them, or a trustee for them, or held in trust for the school; and where any person has any right given him by the trusts of the school to use the school for any particular purpose independently of such managers, nothing in this section shall authorise any interference with such right except with the consent of such person.

Every school so transferred shall, to such extent and during such times as the school board have under such arrangement any control over the school, be deemed to be a school provided by the school board.

Re-transfer of school by school board to managers.

24. Where any school or any interest therein has been transferred by the managers thereof to the school board of any school district in pursuance of this Act, the school board of such district may, by a resolution passed as herein-after mentioned, and with the consent of the Education Department, re-transfer such school or such interest therein to a body of managers qualified to hold the same under the trusts of the school as they existed before such transfer to the school board, and upon such re-transfer may convey all the interest in the schoolhouse and in any endowment belonging to the school vested in the school board.

A resolution for the purpose of this section may be passed by a majority of not less than two thirds of those members of the school board who are present at a meeting duly convened for the purpose, and vote on the question.

The Education Department shall not give their consent to any such re-transfer unless they are satisfied that any money expended upon such school out of a loan raised by the school board of such district has been or will on the completion of the re-transfer be repaid to the school board.

Every school so re-transferred shall cease to be a school provided by a school board, and shall be held upon the same trusts on which it was held before it was transferred to the school board.

Miscellaneous Powers of School Board.

Payment of school fees.

25. The school board may, if they think fit, from time to time, for a renewable period not exceeding six months, pay the whole or any part of the school fees payable at any public elementary school by any child resident in their district whose parent is in their opinion unable from poverty to pay the same; but no such payment shall be made or refused on condition of the child attending any public elementary school other than such as may be selected by the parent; and such payment shall not be deemed to be parochial relief given to such parent.

Establishment of free school in special cases.

26. If a school board satisfy the Education Department that, on the ground of the poverty of the inhabitants of any place in their district, it is expedient for the interests of education to provide a school at which no fees shall be required from the scholars, the board may, subject to such rules and conditions as the Education Department may prescribe, provide such school, and may admit scholars to such school without requiring any fee.

Contribution to industrial schools, 29 & 30 Vict. c. 118.

27. A school board shall have the same powers of contributing money in the case of an industrial school as is given to a prison authority by section twelve of "The Industrial Schools Act, 1866;" and upon the election of a school board in a borough the council of that borough shall cease to have power to contribute under that section.

Establishment of industrial school.

28. A school board may, with the consent of the Education Department, establish, build, and maintain a certified industrial school within the meaning of the Industrial Schools Act, 1866, and shall for that purpose have the same powers as they have for the purpose of providing sufficient school accommodation for their district: Provided that the school board, so far as regards any such industrial school, shall be subject to the jurisdiction of one of Her Majesty's Principal Secretaries of State in the same manner as the managers of any other industrial school are subject, and such school shall be subject to the provisions of the said Act, and not of this Act.

Constitution of School Boards.

School board.

29. The school board shall be elected in manner provided by this Act,—in a borough by the persons whose names are on the burgess roll of such borough for the time being in force, and in a parish not situate in the metropolis by the ratepayers.

At every such election every voter shall be entitled to a number of votes equal to the number of the members of the school board to be elected, and may give all such votes to one candidate, or may distribute them among the candidates, as he thinks fit.

The school board in the metropolis shall be elected in manner hereinafter provided by this Act.

Constitution of school board.

30. With respect to the constitution of a school board the following provisions shall have effect:

(1.) The school board shall be a body corporate, by the name of the school board of the district to which they belong, having a perpetual succession and a common seal, with power to acquire and hold land for the purposes of this Act without any license in mortmain:

(2.) No act or proceeding of the school board shall be questioned on account of any vacancy or vacancies in their body:

(3.) No disqualification of or defect in the election of any persons or person acting as members or member of the school board shall be deemed to vitiate any proceedings of such board in which they or he have taken part, in cases where the majority of members parties to such proceedings were duly entitled to act:

(4.) Any minute made of proceedings at meetings of the school board, if signed by any person purporting to be the chairman of the board, either at the meeting of the board at which such proceedings took place or at the next ensuing meeting of the board, shall be receivable in evidence in all legal proceedings without further proof, and until the contrary is proved every meeting of the school board, in respect of the proceedings of which minutes have been so made, shall be deemed to have been duly convened and held, and all the members thereof to have been duly qualified to act:

(5.) The members of a school board may apply any money in their hands for the purpose of indemnifying themselves against any law costs or damages which they may incur in or in consequence of the execution of the powers granted to them:

(6.) The rules contained in the third schedule to this Act with respect to the proceedings of school boards, and the other matters therein contained, shall be observed.

Election of school board.

31. With respect to the election under this Act of a school board, except in the metropolis, the following provisions shall have effect:

(1.) The number of members of a school board shall be such number, not less than five nor more than fifteen, as may be determined in the first instance by the Education Department, and afterwards from time to time by a resolution of the school board approved by the Education Department:

(2.) The regulations contained in the second schedule to this Act with respect to the election and retirement of the members of the school board, and the other matters therein contained, shall be of the same force as if they were enacted as part of this section:

(3.) The Education Department may, at any time after the date at which they are authorised under this Act to cause a school board to be formed, send a requisition to the mayor or other officer or officers who have power to take proceedings for holding the election requiring him or them to take such proceedings, and the mayor or other officer or officers shall comply with such requisition; and in case of default some person appointed by the Education Department may take such proceedings, and shall have for that purpose the same powers as the person in default.

Non-election, &c. of school board.

32. If from any cause in any school district the school board either are not elected at the time fixed for the first election, or at any time cease to be in existence, or to be of sufficient number to form a quorum by reason of non-election, resignation, or otherwise, or neglect or refuse to act, the Education Department may proceed in the same manner as if there were a school board acting in such district, and that board were a board in default.

Determination of disputes as to the election of school boards.

33. In case any question arises as to the right of any person to act as a member of a school board under this Act, the Education Department may, if they think fit, inquire into the circumstances of the case, and make such order as they deem just for determining the question, and such order shall be final unless removed by writ of certiorari during the term next after the making of such order.

Disqualification of member of board.

34. No member of a school board, and no manager appointed by them, shall hold or accept any place of profit the appointment to which is vested in the school board or in any managers appointed by them, nor shall in any way share or be concerned in the profits of any bargain or contract with or any work done under the authority of such school board or managers appointed by them: Provided that this section shall not apply to—

(1.) Any sale of land or loan of money to a school board; or,

(2.) Any bargain or contract made with or work done by a company in which such member holds shares;

(3.) The insertion of any advertisement relating to the affairs of any such school board in any newspaper in which such member has a share or interest,

if he does not vote with respect to such sale, loan, bargain, contract, work, or insertion.

Any person who acts in contravention of this section shall be liable, on summary conviction, to a penalty not exceeding fifty pounds, and the said place of profit and his office as member or manager shall be vacant.

Appointment of officers.

35. A school board may appoint a clerk and a treasurer and other necessary officers, including the teachers required for any school provided by such board, to hold office during the pleasure of the board, and may assign them such salaries or remuneration (if any) as they think fit, and may from time to time remove any of such officers; but no such appointment shall be made, except at the first meeting of such board, unless notice in writing has been sent to every member of the board.

Two or more school boards may arrange for the appointment of the same person to be an officer to both or all such boards.

Such officers shall perform such duties as may be assigned to them by the board or boards who appoint them.

Officer to enforce attendance at school.

36. Every school board may, if they think fit, appoint an officer or officers to enforce any byelaws under this Act with reference to the attendance of children at school, and to bring children who are liable under the Industrial Schools Act, 1866, to be sent to a certified industrial school before two justices in order to their being so sent, and any expenses incurred under this section may be paid out of the school fund.

School Board in Metropolis.

School board in metropolis.

37. The provisions of this Act with respect to the formation and the election of school boards in boroughs and parishes shall not extend to the metropolis; and with respect to a school board in the metropolis the following provisions shall have effect:

(1.) The school board shall consist of such number of members elected by the divisions specified in the fifth schedule to this Act as the Education Department may by order fix:

(2.) The Education Department, as soon as may be after the passing of this Act, shall by order determine the boundaries of the said divisions for the purposes of this Act, and the number of members to be elected by each such division:

(3.) The provisions of this Act with respect to the constitution of the school board shall extend to the constitution of the school board under this section, and the name of the school board shall be the School Board for London:

(4.) The first election of the school board shall take place on such day, as soon as may be after the passing of this Act, as the Education Department may appoint, and subsequent elections shall take place in the month of November every third year on the day from time to time appointed by the school board:

(5.) At every election for each division every voter shall be entitled to a number of votes equal to the number of the members of the school board to be elected for such division, and may give all such votes to one candidate, or may distribute them among the candidates, as he thinks fit:

(6.) Subject to the provisions contained in this section and in any order made by the Education Department under the power contained in the second schedule to this Act, the members of the board shall, in the city of London, be elected by the same persons and in like manner as common councilmen are elected, and in the other divisions of the metropolis shall be elected by

the same persons and in the same manner as vestrymen under The Metropolis Management Act, 1855, and the Acts amending the same; and, subject as aforesaid, the Acts relating to the election of common councilmen, and sections fourteen to nineteen, and twenty-one to twenty-seven, all inclusive, of The Metropolis Management Act, 1855, and section thirty-six of The Metropolis Management Amendment Act, 1862, shall so far as is consistent with the tenor thereof, apply in the case of the election of members of the school board:

(7.) The school board shall proceed at once to supply their district with sufficient public school accommodation, and any requisition sent by the Education Department to such board may relate to any of the divisions mentioned in the fifth schedule to this Act in like manner as if it were a school district, and it shall not be necessary for the Education Department to publish any notices before sending such requisition:

(8.) The Education Department may, in the order fixing the boundaries of such divisions, name some person who shall be the returning officer for the purposes of the first election of the school board, and the person who is to be the deputy returning officer in each such division:

(9.) The chairman of the school board shall be elected by the school board, and any chairman who may be elected by the board may be elected either from the members of the board or not, and any chairman who is not an elected member of the board shall, by virtue of his office, be a member of the board as if he had been so elected:

(10.) The school board shall apportion the amount required to be raised to meet the deficiency in the school fund among the different parts of the metropolis mentioned in the third column of the first schedule to this Act in proportion to the rateable value of such parts as shown by the valuation lists for the time being in force under "The Valuation (Metropolis) Act, 1869," or, if any amount is so required before any such valuation list comes into force, in the same proportion and according to the same basis in and according to which the then last rate made by the Metropolitan Board of Works was assessed:

(11.) For obtaining payment of the amount specified in any precept sent by the school board to the rating authority for any part of the metropolis, the school board, in addition to any other powers and remedies, shall have the like powers as the Metropolitan Board of Works have for obtaining payment of any sum assessed by them on the same part of the metropolis.

Payment of chairman.

38. The school board for London may pay to the chairman of such board such salary as they may from time to time, with the sanction of the Education Department, fix.

Alteration number of members.

39. If at any time application is made to the Education Department by the school board for London, or by any six members of that board, and it is shown to the satisfaction of the Education Department that the population of any of the divisions mentioned in the fifth schedule to this Act, as shown by any census taken under the authority of Parliament, has varied materially from that shown by the previous census, or that the rateable value of any of the said divisions has materially varied from the rateable value of the same division ten years previously, the Education Department, after such inquiry as they think necessary, may, if they think fit, make an order altering, by way of increase or decrease, the number of members of that and any other division.

United School Districts.

Formation by Education Department of united districts.

40. Where the Education Department are of opinion that it would be expedient to form a school district larger than a borough or a parish or any school district formed under this Act, they may, except in the metropolis, by order made after such inquiry and notice as herein-after mentioned, form a united school district by uniting any two or more adjoining school districts, and upon such union cause a school board to be formed for such united school district.

A united school district shall for all the purposes of this Act be deemed to be a school district, and shall throughout this Act be deemed to be substituted for the school districts out of which it is constituted, and the school board of the united school district shall be the school board appointed under this Act, and the local rate and rating authority for the united district shall be in each of the constituent districts thereof the same as if such constituent district did not form part of the united school district.

Conditions of formation of district.

41. The Education Department, as soon as may be after the passing of this Act, may cause inquiry to be made into the expediency of uniting any two or more school districts, and if after such inquiry they are of opinion that it would be expedient to unite any such school districts, they shall in the notice of their decision as to the public school accommodation for such districts state that they propose to unite such districts, and the provisions of this Act with respect to the application for a public inquiry by persons aggrieved by the said notice, and to the holding of such public inquiry, and to the final notice, shall apply in the case of the proposed union of districts, with this qualification, that it shall not be necessary to cause a public inquiry to be held with respect to the union of districts until after the expiration of the period allowed by the final notice for the supply of the school accommodation. The order for the union may be made at the time when the Education Department are first authorised to cause a school board to be formed or subsequently. Where a union of districts is proposed the Education Department shall consider whether any public school accommodation is required for the area proposed as the united district instead of for each of the districts constituting such area, and their decision as to the public school accommodation and the notice of such decision shall accordingly refer to such area, and not separately to each of the constituent districts.

As to dissolution of united school district.

42. The Education Department may, by order made after such inquiry and notice as herein-after mentioned, dissolve a united school district, and may deal with the constituent districts thereof in the same manner as if they had never been united, and may cause school boards to be elected therein.

Public inquiry as to united district in future.

43. The Education Department may at any time, after any proceedings after the first returns under this Act, if they think fit, cause inquiry to be made into the expediency of forming or dissolving a united school district, and where they propose at any time after such inquiry to form or dissolve a united school district, they shall publish notice of the proposed order not less than three months before the order is made; the like persons as are authorised to apply for a public inquiry after the first returns made under this Act may, if they feel aggrieved by the proposed order, apply in like manner for a public inquiry, and the Education Department shall cause a public inquiry to be held, and shall consider the report made to them upon such inquiry before they make the order for such formation or dissolution.

44. Any order of the Education Department forming or dissolving a united district shall be evidence of the formation or dissolution of such district, and after the expiration of three months from the date of such order the district shall be presumed to have been duly formed or dissolved, as the case may be, and no objection to the formation or dissolution thereof shall be entertained in any legal proceedings whatever. Order to be evidence of formation or dissolution.

45. The provisions in this Act respecting the constitution of the school board shall apply to the constitution of the school board in a united school district, and the name of the district shall be such as may be prescribed by the Education Department. Constitution of school board in united school district.

46. In a united school district the school board shall be such number of members elected by the electors of the district as may be specified in the order forming the district, subject nevertheless to alteration in the same manner as in the case of any other school board; and every person who in any of the districts constituting such united district would be entitled if it were not united to vote at the election of members of a school board for such constituent district shall be an elector for the purposes of this section, and the provisions of this Act respecting the election of a school board in a district shall extend to the election of such members. Election of school board in united school district.

47. Where any part of a proposed united school district includes any district or part of a district in which there is a school board already acting under this Act, or where a united school district is dissolved, the Education Department may by order dissolve the then existing school board, or make all necessary changes in the constitution of such existing school board, and may by order make proper arrangements respecting the schools, property, rights, and liabilities of such board, and all arrangements which may be necessary. Arrangements on formation of united district.

48. If the Education Department are of opinion that any parish in a united school district has too few ratepayers to be entitled to act as a separate parish for the purposes of this Act, they may by order direct that it shall for the purpose of voting for a member or members of the school board, and for all or any of the purposes of this Act, be added to another parish, and thereupon the persons who would be entitled to vote and attend the vestry if it were a parish shall be entitled for the purpose of voting and for such purposes to vote in and attend the vestry of the parish to which their parish is so added. All the parishes comprised in a united district, or any two or more of them, may be added together in pursuance of this section. As to small parishes.

Contributory Districts.

49. The Education Department may by order direct that one school district shall contribute towards the provision or maintenance of public elementary schools in another school district or districts, and in such case the former (or contributing district) shall pay to the latter (or school owning district or districts) such proportion of the expenses of such provision or maintenance or a sum calculated in such manner as the Education Department may from time to time prescribe. Contributory district.

50. Where one school district contributes to the provision or maintenance of any school in another school district, such number of persons as the Education Department (having regard to the amount to be contributed by the contributing district) direct shall be elected in the contributing district, and shall be members of the school board of the school owning district, but such last-mentioned district shall, except so far as regards the raising of money and the attendance of children at school, be deemed alone to be the district of such school board; such members Election of members by contributory district.

shall be elected by the school board, if any, or, if there is none, by the persons who would elect a school board if there were one, in the same manner as a school board would be elected.

Notices and public inquiry as to contributory district.

51. The provisions of this Act with respect to the notices to be published, and the application for and the holding of a public inquiry in the case of an order for the formation of an united district, shall apply, mutatis mutandis, to an order respecting a contributory district.

An order respecting a contributory district shall be evidence of the formation of such district, and after the expiration of three months from the date thereof shall be presumed to have been duly made, and no objection to the legality thereof shall be entertained in any legal proceeding whatever.

Any such order may be revoked or altered by an order of the Education Department, and a new order may be made in lieu thereof, and all the provisions of this Act respecting the making of an order for contribution shall apply to the making of an order for the revocation or alteration of an order for contribution.

Combination of school boards.

52. The school boards of any two or more school districts, with the sanction of the Education Department, may combine together for any purpose relating to elementary schools in such districts, and in particular may combine for the purpose of providing, maintaining, and keeping efficient schools common to such districts. Such agreements may provide for the appointment of a joint body of managers under the provisions of this Act with respect to the appointment of a body of managers, and for the proportion of the contributions to be paid by each school district, and any other matters which, in the opinion of the Education Department, are necessary for carrying out such agreement, and the expenses of such joint body of managers shall be paid in the proportions specified in the agreement by each of the school boards out of their school fund.

Expenses.

School fund of school board.

53. The expenses of the school board under this Act shall be paid out of a fund called the school fund. There shall be carried to the school fund all moneys received as fees from scholars, or out of moneys provided by Parliament, or raised by way of loan, or in any manner whatever received by the school board, and any deficiency shall be raised by the school board as provided by this Act.

Deficiency of school fund raised out of rates.

54. Any sum required to meet any deficiency in the school fund, whether for satisfying past or future liabilities, shall be paid by the rating authority out of the local rate.

The school board may serve their precept on the rating authority, requiring such authority to pay the amount specified therein to the treasurer of the school board out of the local rate, and such rating authority shall pay the same accordingly, and the receipt of such treasurer shall be a good discharge for the amount so paid, and the same shall be carried to the school fund.

If the rating authority have no moneys in their hands in respect of the local rate, they shall, or if they have paid the amount then for the purpose of reimbursing themselves they may, notwithstanding any limit under any Act of Parliament or otherwise, levy the said rate, or any contributions thereto, or any increase of the said rate or contributions, and for that purpose shall have the same powers of levying a rate and requiring contributions as they have for the purpose of defraying expenses to which the local rate is ordinarily applicable.

Apportionment of school fund in united and

55. In a united district the school board shall apportion the amount required to meet the deficiency in the school fund among the districts constituting such united district in proportion to the rateable value

of each such constituent district, and may raise the same by a precept sent to the rating authority of each constituent district. contributory district.

Where one school district contributes to the expenses of the schools in another school district, the authority of the school owning district may send their precept either to the school board, if any, or to the rating authority of the contributing district, requiring them to pay to their treasurer the amount therein specified, and such authority or board shall pay the same accordingly, and the receipt of the treasurer shall be a good discharge for the same, and such amount, if paid by the school board, shall be paid out of the school fund.

The precept, if sent to the rating authority, either on the default of the school board or otherwise, shall be deemed to be a precept for meeting a deficiency in the school fund, and the provisions of this Act shall apply accordingly.

56. In either of the following cases, that is to say, Remedy of school board on default of rating authority, &c.

(1.) If the rating authority of any place make default in paying the amount specified in any precept of the school board; or

(2.) Where a school board require to raise a sum from any place which is part of a parish,

then, without prejudice to any other remedy, the school board may appoint an officer or officers to act within such place; and the officer or officers so from time to time appointed shall have within the said place, for the purpose of defraying the sum due from such place, all the powers of the rating authority of levying the local rate and any contributions thereto, and also all the powers of making and levying a rate which he or they would have if the said place were a parish, and such rate were a rate for the relief of the poor, and he or they were duly appointed an overseer or overseers of such parish, and he and they shall have such access to and use of the documents of the rating authority of such place relative to the local rate, and of all the valuation lists and rate books of the parish or parishes comprised in or comprising such place, as he or they may require.

57. Where a school board incur any expense in providing or enlarging a schoolhouse, they may, with the consent of the Education Department, spread the payment over several years, not exceeding fifty, and may for that purpose borrow money on the security of the school fund and local rate, and may charge that fund and the local rate with the payment of the principal and interest due in respect of the loan. They may, if they so agree with the mortgagee, pay the amount borrowed, with the interest, by equal annual instalments, not exceeding fifty, and if they do not so agree, they shall annually set aside one fiftieth of the sum borrowed as a sinking fund. Borrowing by school board.

For the purpose of such borrowing the clauses of "The Commissioners Clauses Act, 1847," with respect to the mortgages to be executed by the commissioners, shall be incorporated with this Act; and in the construction of those clauses for the purpose of this Act, this Act shall be deemed to be the special Act, and the school board which is borrowing shall be deemed to be the commissioners. 10 & 11 Vict. c. 16.

The Public Works Loan Commissioners may, on the recommendation of the Education Department, lend any money required under this section on the security of the school fund and local rate without requiring any further or other security, such loan to be repaid within a period not exceeding fifty years, and to bear interest at the rate of three and a half per centum per annum.

58. Any sum borrowed by the school board for London in pursuance of this Act, with the approval of the Education Department, may be borrowed from and may be lent by the Metropolitan Board of Works, Borrowing by school board for London.

and section thirty-seven of The Metropolitan Board of Works Loan Act, 1869, shall apply to such loan in the same manner as if the managers therein mentioned were the school board for London, and there were added to the sum therein authorised to be borrowed the sum authorised by the Education Department to be borrowed under this section.

Accounts and Audit.

Accounts to be made up and examined.

59. The accounts of the school board shall be made up and balanced to the twenty-fifth of March and twenty-ninth of September in every year. The accounts shall be examined by the school board and signed by the chairman within fourteen days after the day to which they are made up.

As soon as practicable after the accounts are so signed they shall be audited.

Audit of accounts.

60. With respect to the audit of accounts of the school board the following provisions shall have effect:

(1.) The auditor shall be the auditor of accounts relating to the relief of the poor for the audit district in which the school district is situate, or if it is situate in more than one audit district by the auditor of such of the said audit districts as the Poor Law Board may direct, and the term audit district in this provision shall be construed to include a parish for which an auditor is separately appointed to audit the accounts for the relief of the poor. The auditor shall receive such remuneration as the Poor Law Board direct, and such remuneration, together with the expenses of or incident to the audit, shall be paid by the school board out of the school fund, and if unpaid may be recovered in a summary manner:

(2.) The audit shall be held at the office of the school board, or some other place sanctioned by the Poor Law Board within the school district, or within the union within which the school district or some part thereof is situate, and at a time which is fixed by the auditor, but which shall be as soon as may be after the account is signed by the chairman:

(3.) The auditor, at least fourteen days before holding the audit, shall serve on the school board, and publish notice of the time and place of holding the same:

(4.) The clerk of the school board, or some person authorised by the school board, shall attend the audit, and produce to the auditor all books, bills, vouchers, and documents relating to the account:

(5.) Any ratepayer of the school district may be present at the audit, and may object to the account:

(6.) The auditor shall, as nearly as may be, have the like powers and be under the like obligation to allow and disallow items in the account, and to charge the school board, or any member or officer thereof, or any person accountable to them or him, with any sum for which they or he may be accountable, as in the case of an audit of the accounts relating to the relief of the poor in any union or parish; and any person aggrieved by the decision of the auditor shall have the like rights and remedies as in the case of such last-mentioned audit:

(7.) The auditor shall have the like powers of requiring the attendance of persons, the production of books, bills, vouchers, and documents, and a declaration respecting vouchers and documents, as in the case of such last-mentioned audit; and any person who refuses or neglects to comply with any such

requisition, or wilfully makes or signs a false declaration so required, shall be liable to the same penalties as in the case of such last-mentioned audit:

(8.) Any moneys, books, documents, and chattels certified by the auditor to be due from any person may be recovered from such person in like manner as in the case of such last-mentioned audit, and the expenses incurred in such recovery shall be deemed to be part of the expenses of the audit:

(9.) Subject to the provisions of this section, the Poor Law Board may from time to time make such regulations as may be necessary respecting the form of keeping the accounts and the audit thereof.

Penalty for improper payment of surcharge.

61. Any member or officer of a school board, or manager appointed by them, who authorises or makes, or concurs in authorising or making, any payment or any entry in accounts for the purpose of defraying or making up to himself or any other person the whole or any part of any sum of money unlawfully expended from the school fund, or disallowed or surcharged by any auditor, shall, on summary conviction, be liable to pay a penalty not exceeding twenty pounds and double the amount of such sum.

Publication of accounts.

62. When the auditor has completed the audit he shall sign the balance sheet.

The school board shall cause a statement showing their receipts and expenditure to be printed in such form and with such particulars as may be from time to time prescribed by the Education Department, and shall send the same within thirty days after the balance sheet is signed by the auditor to each member of the rating authority, and to the overseers of every parish in the district, and to the Education Department; and the school board may, if they think fit, publish such statement or an abstract thereof in any local newspaper or newspapers circulating in the district, and shall furnish a copy of such statement to any ratepayer in the district, on his application, and on the payment of a sum not exceeding sixpence.

Defaulting School Board.

Proceeding on default by school board.

63. Where the Education Department are, after such inquiry as they think sufficient, satisfied that a school board is in default as mentioned in this Act, they may by order declare such board to be in default, and by the same or any other order appoint any persons, not less than five or more than fifteen, to be members of such school board, and may from time to time remove any member so appointed, and fill up any vacancy in the number of such members, whether caused by removal, resignation, death, or otherwise, and, subject as aforesaid, add to or diminish the number of such members.

After the date of the order of appointment the persons (if any) who were previously members of the school board shall be deemed to have vacated their offices as if they were dead, but any such member may be appointed a member by the Education Department. The members so appointed by the Education Department shall be deemed to be members of the school board in the same manner in all respects as if, by election or otherwise, they had duly become members of the school board under the other provisions of this Act, and may perform all the duties and exercise all the powers of the school board under this Act.

The members appointed by the Education Department shall hold office during the pleasure of the Education Department, and when that department consider that the said default has been remedied, and everything necessary for that purpose has been carried into effect, they may,

by order, direct that members be elected for the school board in the same manner as in the case of the first formation of the school board. After the date fixed by any such order the members appointed by the Education Department shall cease to be members of the school board, and the members so elected shall be member of the school board in their room, but the members appointed by the Education Department shall not be disqualified from being so elected. Until any such order is made no person shall become a member of the school board otherwise than by the appointment of the Education Department.

Where a school board is not elected at the time fixed for the first election, or has ceased to be in existence, the Education Department may proceed in the same manner as if such board had been elected and were in existence.

Certificate of Education Department as to appointment, expenses, and loans.

64. The Education Department may from time to time certify the appointment of any persons appointed to be members of a school board in default, and the amount of expenses that have been incurred by such persons, and the amount of any loan required to be raised for the purpose of defraying any expenses so incurred, or estimated as about to be incurred; and such certificate shall be conclusive evidence that all the requirements of this Act have been duly complied with, and that the persons so appointed have been duly appointed, and that the amounts therein mentioned have been incurred or are required.

Expenses incurred on default.

65. The expenses incurred in the performance of their duties by the persons appointed by the Education Department to be members of a school board, including such remuneration (if any) as the Education Department may assign to such persons, shall, together with all expenses incurred by the board, be paid out of the school fund; and any deficiency in the school fund may be raised by the school board as provided by this Act; and where the Education Department have, either before or after the payment of such expenses, certified that any expenses have been incurred by a school board, or any members appointed by them, such expenses shall be deemed to have been so incurred, and to have been properly paid out of the school fund.

Where the members of a school board have been appointed by the Education Department, such school board shall not borrow or charge the school fund with the principal and interest of any loan exceeding such amount as the Education Department certify as mentioned in this Act to be required.

Dissolution of school boards.

66. Where the Education Department are of opinion that in the case of any school district the school board for such district are in default, or are not properly performing their duties under this Act, they may by order direct that the then members of the school board of such district shall vacate their seats, and that the vacancies shall be filled by a new election; and after the date fixed by any such order the then members of such board shall be deemed to have vacated their seats, and a new election shall be held in the same manner, and the Education Department shall take the same proceedings for the purpose of such election as if it were the first election; and all the provisions of this Act relating to such first election shall apply accordingly.

The Education Department shall cause to be laid before both Houses of Parliament in every year a special report stating the cases in which they have made any order under this section during the preceding year, and their reasons for making such order.

Returns and Inquiry.

Returns by local authority.

67. On or before the first day of January one thousand eight hundred and seventy-one, or in the case of the metropolis before the expiration of

four months from the date of the election of the chairman of the school board, every local authority herein-after mentioned, and subsequently any such local authority whenever required by the Education Department, but not oftener than once in every year, shall send to the Education Department a return containing such particulars with respect to the elementary schools and children requiring elementary education in their district as the Education Department may from time to time require.

Mode of obtaining returns.

68. For the purpose of obtaining such returns the Education Department shall draw up forms, and supply to the local authority such number of forms as may be required; and the managers or principal teacher of every school required to be included in any such return shall fill up the form, and return the same to the local authority within the time specified in that behalf in the form.

Local authority to make returns.

69. The returns shall be made in the metropolis by the school board appointed under this Act, in boroughs by the council, and in every parish not situated in a borough or the metropolis by persons appointed for the purpose or by the overseers of such parish. Where a school board is formed under this Act, the returns shall be made by such school board within their district, instead of by the council, persons appointed as aforesaid, or overseers, as the case may be.

The persons appointed for the purpose may be appointed as follows; namely, the Education Department may, if they think fit, send to the overseers or other officers who have power to summon a vestry in such parish a requisition to summon, and such overseers or other officers shall summon, a vestry in such parish for the purpose of this section; and such vestry shall appoint two or more persons who shall be the local authority for the purpose of the returns under this Act.

The local authority may, with the sanction of the Education Department, employ persons to assist in making such returns, and may pay those persons such remuneration as the Treasury may sanction. That remuneration, and all such other reasonable expenses incurred by the local authority in making such returns as the Treasury may sanction, shall be paid by the Education Department.

Proceedings on default of authority to make returns.

70. If any local authority fail to make the returns required under this Act, the Education Department may appoint any person or persons to make such returns, and the person or persons so appointed shall for that purpose have the same powers and authorities as the local authority.

Inquiry by inspectors of Education Department.

71. The Education Department may appoint any persons to act as inspectors of returns, who shall proceed to inquire into the accuracy and completeness of any one or more returns made in pursuance of this Act, and into the efficiency and suitability of any school mentioned in any such return, or which ought to have been mentioned therein, and to inspect and examine the scholars in every such school. Where there is no return the inspector shall proceed as if there had been a defective return.

Refusal to fill up forms and to admit inspectors.

72. If the managers or teacher of any school refuse or neglect to fill up the form required for the said return, or refuse to allow the inspector to inspect the schoolhouse or examine any scholar, or examine the school books and registers, or make copies or extracts therefrom, such school shall not be taken into consideration among the schools giving efficient elementary education to the district.

Public Inquiry.

Public inquiry.

73. Where a public inquiry is held in pursuance of the provisions of this Act the following provisions shall have effect:

(1.) The Education Department shall appoint some person who shall proceed to hold the inquiry:

(2.) The person so appointed shall for that purpose hold a sitting or sittings in some convenient place in the neighbourhood of the school district to which the subject of inquiry relates, and thereat shall hear, receive, and examine any evidence and information offered, and hear and inquire into any objections or representations made respecting the subject of the inquiry, with power from time to time to adjourn any sitting.

Notice shall be published in such manner as the Education Department direct of every such sitting (except an adjourned sitting) seven days at least before the holding thereof:

(3.) The person so appointed shall make a report in writing to the Education Department setting forth the result of the inquiry, and stating his opinion on the subject thereof, and his reasons for such opinion, and the objections and representations, if any, made on the inquiry, and his opinion thereon; and the Education Department shall cause a copy of such report to be deposited with the school board (if any), or, if there is none, the town clerk of the borough, or the churchwardens or overseers of the parishes to which the inquiry relates, and notice of such deposit to be published:

(4.) The Education Department may make an order directing that the costs of the proceedings and inquiry shall be paid, according as they think just, either by the district as if they were expenses of a school board, or by the applicants for the inquiry; and such costs may be recovered, in the former case, as a debt due from the school board, or, if there is no school board, as a debt due from the rating authority, and, in the case of the applicants, as a debt due jointly and severally from them; and the Education Department may, if they think fit, before ordering the inquiry to be held, require the applicants to give security for such expenses, and in case of their refusal may refuse to order the inquiry to be held.

Attendance at School.

As to attendance of children at school.

74. Every school board may from time to time, with the approval of the Education Department, make byelaws for all or any of the following purposes:

(1.) Requiring the parents of children of such age, not less than five years nor more than thirteen years, as may be fixed by the byelaws, to cause such children (unless there is some reasonable excuse) to attend school:

(2.) Determining the time during which children are so to attend school; provided that no such byelaw shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which his parent belongs, or shall be contrary to anything contained in any Act for regulating the education of children employed in labour:

(3.) Providing for the remission or payment of the whole or any part of the fees of any child where the parent satisfies the school board that he is unable from poverty to pay the same:

(4.) Imposing penalties for the breach of any byelaws:

(5.) Revoking or altering any byelaw previously made.

Provided that any byelaw under this section requiring a child between ten and thirteen years of age to attend school shall provide for the total or partial exemption of such child from the obligation to attend school if one of Her Majesty's inspectors certifies that such child has reached a standard of education specified in such byelaw.

Any of the following reasons shall be a reasonable excuse; namely,

(1.) That the child is under efficient instruction in some other manner:

(2.) That the child has been prevented from attending school by sickness or any unavoidable cause:

(3.) That there is no public elementary school open which the child can attend within such distance, not exceeding three miles, measured according to the nearest road from the residence of such child, as the byelaws may prescribe.

The school board, not less than one month before submitting any byelaw under this section for the approval of the Education Department, shall deposit a printed copy of the proposed byelaws at their office for inspection by any ratepayer, and supply a printed copy thereof gratis to any ratepayer, and shall publish a notice of such deposit.

The Education Department before approving of any byelaws shall be satisfied that such deposit has been made and notice published, and shall cause such inquiry to be made in the school district as they think requisite.

Any proceeding to enforce any byelaw may be taken, and any penalty for the breach of any byelaw may be recovered, in a summary manner; but no penalty imposed for the breach of any byelaw shall exceed such amount as with the costs will amount to five shillings for each offence, and such byelaws shall not come into operation until they have been sanctioned by Her Majesty in Council.

It shall be lawful for Her Majesty, by Order in Council, to sanction the said byelaws, and thereupon the same shall have effect as if they were enacted in this Act.

All byelaws sanctioned by Her Majesty in Council under this section shall be set out in an appendix to the annual report of the Education Department.

Miscellaneous.

Application of small endowments.

75. Where any school or any endowment of a school was excepted from The Endowed Schools Act, 1869, on the ground that such school was at the commencement of that Act in receipt of an annual parliamentary grant, the governing body (as defined by that Act) of such school or endowment may frame and submit to the Education Department a scheme respecting such school or endowment.

The Education Department may approve such scheme with or without any modifications as they think fit.

The same powers may be exercised by means of such scheme as may be exercised by means of any scheme under The Endowed Schools Act, 1869; and such scheme, when approved by the Education Department, shall have effect as if it were a scheme made under that Act.

A certificate of the Education Department that a school was at the commencement of The Endowed Schools Act, 1869, in receipt of an annual parliamentary grant shall be conclusive evidence of that fact for all purposes.

Inspection of voluntary schools by inspector not one of Her

76. Where the managers of any public elementary school not provided by a school board desire to have their school inspected or the scholars therein examined, as well in respect of religious as of other subjects, by an inspector other than one of Her Majesty's inspectors,

Majesty's inspectors.

such managers may fix a day or days not exceeding two in any one year for such inspection or examination.

The managers shall, not less than fourteen days before any day so fixed, cause public notice of the day to be given in the school, and notice in writing of such day to be conspicuously affixed in the school.

On any such day any religious observance may be practised, and any instruction in religious subjects given at any time during the meeting of the school, but any scholar who has been withdrawn by his parent from any religious observance or instruction in religious subjects shall not be required to attend the school on any such day.

Parish divided by boundaries of boroughs.

77. Where a parish is situated partly within and partly without a borough, the part situate outside of the borough shall be taken to be for all the purposes of this Act, except as otherwise expressly mentioned, a parish by itself, and the ratepayers thereof may meet in vestry in the same manner in all respects as if they were the inhabitants of a parish; every such meeting, and also the meeting for the purposes of this Act of the ratepayers of any parish (the ratepayers of which have not usually met in vestry), shall be deemed to be a vestry, and, save as provided by this Act, be subject to the Act of the fifty-eighth year of the reign of King George the Third, chapter sixty-nine, and the Acts amending the same, and, subject as aforesaid, shall be summoned by the persons and in the mode prescribed by the Education Department; and the overseers of the whole parish shall be deemed to be the overseers of any such part of a parish.

Education Department may apply to Charity Commissioners under 16 & 17 Vict. c. 137., &c.

78. The Education Department shall, for the purposes of The Charitable Trusts Acts, 1853 to 1869, be deemed to be persons interested in any elementary school to which those Acts are applicable, and the endowment thereof.

Ascertaining rateable value.

79. The rateable value of any parish or school district shall for the purposes of this Act be the rateable value as stated in the valuation lists, if any, and if there are none, then as stated in the rate book for the time being in force in such parish and in the parishes constituting the district; and the overseers and other persons having the custody of such valuation lists and rate book shall, when required by the school board, produce such lists and rate book to the school board, and allow the school board and any person appointed by them to inspect the same, and take copies of or extracts therefrom.

Mode of publication of notices.

80. Notices and other matters required by this Act to be published shall, unless otherwise expressly provided, be published,—

(1.) By advertisement in some one or more of the newspapers circulating in the district or place to which such notice relates:

(2.) By causing a copy of such notices or other matter to be published to be affixed, during not less than twelve hours in the day, on Sunday on or near the principal doors of every church and chapel in such district or place to which notices are usually affixed, and at every other place in such district or place at which notices are usually affixed.

Notices may be served by post.

81. Certificates, notices, requisitions, orders, precepts, and all documents required by this Act to be served or sent may, unless otherwise expressly provided, be served and sent by post, and, till the contrary is proved, shall be deemed to have been served and received respectively at the time when the letter containing the same would be delivered in the ordinary course of post; and in proving such service or sending it shall be sufficient to prove that the letter containing the certificate, notice, requisition, order, precept, or document was prepaid, and properly addressed, and put into the post.

Notices to and by school board.

82. Certificates, notices, requisitions, orders, and other documents may be served on a school board by serving the same on their clerk, or by sending the same to or delivering the same at the office of such board.

Certificates, notices, requisitions, orders, precepts, and other documents may be in writing or in print, or partly in writing and partly in print, and if requiring authentication by a school board may be signed by their clerk.

Evidence of orders, &c. of Education Department.

83. All orders, minutes, certificates, notices, requisitions, and documents of the Education Department, if purporting to be signed by some secretary or assistant secretary of the Education Department, shall, until the contrary is proved, be deemed to have been so signed and to have been made by the Education Department, and may be proved by the production of a copy thereof purporting to have been so signed.

The Documentary Evidence Act, 1868, shall apply to the Education Department in like manner as if the Education Department were mentioned in the first column of the schedule to that Act, and any member of the Education Department, or any secretary or assistant secretary of the Education Department, were mentioned in the second column of that schedule.

Effect of requisitions of Education Department.

84. After the expiration of three months from the date of any order or requisition of the Education Department under this Act such order or requisition shall be presumed to have been duly made, and to be within the powers of this Act, and no objection to the legality thereof shall be entertained in any legal proceeding whatever.

Appearance of school board.

85. A school board may appear in all legal proceedings by their clerk, or by some member of the board authorised by a resolution of the board; and every such resolution shall appear upon the minutes of the proceedings of the board, but every such resolution shall, until the contrary is proved, be deemed in any legal proceeding to appear upon such minutes.

Tenure of teacher and his removal from house under sects. 17 and 18 of 4 & 5 Vict. c. 38.

86. The provisions of the School Sites Acts with respect to the tenure of the office of the schoolmaster or schoolmistress, and to the recovery of possession of any premises held over by a master or mistress who has been dismissed or ceased to hold office, shall extend to the case of any school provided by a school board, and of any master or mistress of such school, in the same manner as if the school board were the trustees or managers of the school as mentioned in those Acts.

Ratepayer may inspect books, &c. of school board.

87. Every ratepayer in a school district may at all reasonable times, without payment, inspect and take copies of and extracts from all books and documents belonging to or under the control of the school board of such district.

Any person who hinders a ratepayer from so inspecting or taking copies of or extracts from any book or document, or demands a fee for allowing him so to do, shall be liable, on summary conviction, to a penalty not exceeding five pounds for each offence.

Penalty for making incorrect return.

88. If any returning officer, clerk, or other person engaged in an election of a school board under this Act wilfully makes or causes to be made an incorrect return of the votes given at such election, every such offender shall, upon summary conviction, be liable to a penalty not exceeding fifty pounds.

Penalty on personation of voter.

89. If any person wilfully personates any person entitled to vote in the election of a school board under this Act, or answers falsely any question put to him in voting in pursuance of an order made under the second schedule to this Act, or falsely assumes to act in the name or on the behalf of any person so entitled to vote, he shall be liable on sum-

mary conviction, for every such offence to a penalty not exceeding twenty pounds.

Penalty for forging or falsifying any voting paper or obstructing the election.

90. If any person knowingly personate and falsely assume to vote in the name of any person entitled to vote in any election under this Act, or forge or in any way falsify any name or writing in any paper purporting to contain the vote or votes of any person voting in any such election, or by any contrivance attempt to obstruct or prevent the purposes of any such election, or wilfully contravene any regulation made by the Education Department under the second schedule to this Act with respect to the election, the contravention of which is expressed to involve a penalty, the person so offending shall upon summary conviction be liable to a penalty of not more than fifty pounds, and in default of payment thereof to be imprisoned for a term not exceeding six months.

Corrupt practices.

91. Any person who at the election of any member of a school board or any officer appointed for the purpose of such election is guilty of corrupt practices shall, on conviction, for each offence be liable to a penalty not exceeding two pounds, and be disqualified for the term of six years after such election from exercising any franchise at any election under this Act, or at any municipal or parliamentary election.

The term corrupt practices in this section includes all bribery, treating, and undue influence which under any Act relating to a parliamentary election renders such election void.

Recovery of penalties.

92. Any penalty and any money which under this Act is recoverable summarily, and all proceedings under this Act which may be taken in a summary manner, may be recovered and taken before two justices in manner directed by an Act of the session of the eleventh and twelfth years of the reign of Her present Majesty, chapter forty-three, intituled "An Act to facilitate the performance of the duties of justices "of the peace out of sessions within England and Wales with respect "to summary convictions and orders," and the Acts amending the same.

11 & 12 Vict. c. 43.

Provision as to Oxford.

93. In the case of the borough of Oxford, the provisions of this Act relating to boroughs shall be construed as if the local board were therein mentioned instead of the council; if a school board is formed in the borough of Oxford, one third of the school board shall be elected by the university of Oxford, or the colleges and halls therein, in such manner as may be directed by the Education Department by an order made under the power contained in the second schedule to this Act.

Effect of schedules.

94. The schedules to this Act shall be of the same force as if they were enacted in this Act, and the Acts mentioned in the fourth schedule to this Act may be cited in the manner in that schedule mentioned.

Returns by school board.

95. Every school board shall make such report and returns and give such information to the Education Department as the department may from time to time require.

(II.) PARLIAMENTARY GRANT.

Parliamentary grant to public elementary school only.

96. After the thirty-first day of March one thousand eight hundred and seventy-one no parliamentary grant shall be made to any elementary school which is not a public elementary school within the meaning of this Act.

No parliamentary grant shall be made in aid of building, enlarging, improving, or fitting up any elementary school, except in pursuance of a memorial duly signed, and containing the information required by the Education Department for enabling them to decide on the application, and sent to the Education Department on or before the thirty-first day of December one thousand eight hundred and seventy.

Conditions of annual parliamentary grant.

97. The conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant shall be those contained in the minutes of the Education Department in force for the time being, and shall amongst other matters provide that after the thirty-first day of March one thousand eight hundred and seventy-one—

(1.) Such grant shall not be made in respect of any instruction in religious subjects:

(2.) Such grant shall not for any year exceed the income of the school for that year which was derived from voluntary contributions, and from school fees, and from any sources other than the parliamentary grant;

but such conditions shall not require that the school shall be in connexion with a religious denomination, or that religious instruction shall be given in the school, and shall not give any preference or advantage to any school on the ground that it is or is not provided by a school board:

Provided that where the school board satisfy the Education Department that in any year ending the twenty-ninth of September the sum required for the purpose of the annual expenses of the school board of any school district, and actually paid to the treasurer of such board by the rating authority, amounted to a sum which would have been raised by a rate of threepence in the pound on the rateable value of such district, and any such rate would have produced less than twenty pounds, or less than seven shillings and sixpence per child of the number of children in average attendance at the public elementary schools provided by such school board, such school board shall be entitled, in addition to the annual parliamentary grant in aid of the public elementary schools provided by them, to such further sum out of moneys provided by Parliament as, when added to the sum actually so paid by the rating authority, would, as the case may be, make up the sum of twenty pounds, or the sum of seven shillings and sixpence for each such child, but no attendance shall be reckoned for the purpose of calculating such average attendance unless it is an attendance as defined in the said minutes:

Provided that no such minute of the Education Department not in force at the time of the passing of this Act shall be deemed to be in force until it has lain for not less than one month on the table of both Houses of Parliament.

Refusal of grant to unnecessary schools.

98. If the managers of any school which is situate in the district of a school board acting under this Act, and is not previously in receipt of an annual parliamentary grant, whether such managers are a school board or not, apply to the Education Department for a parliamentary grant, the Education Department may, if they think that such school is unnecessary, refuse such application.

The Education Department shall cause to be laid before both Houses of Parliament in every year a special report stating the cases in which they have refused a grant under this section during the preceding year, and their reasons for each such refusal.

Power of schools to take parliamentary grants.

99. The managers of every elementary school shall have power to fulfil the conditions required in pursuance of this Act to be fulfilled in order to obtain a parliamentary grant, notwithstanding any provision contained in any instrument regulating the trusts or management of their school, and to apply such grant accordingly.

Report.

Annual report of Education Department.

100. The Education Department shall in every year cause to be laid before both Houses of Parliament a report of their proceedings under this Act during the preceding year.

FIRST SCHEDULE.

School District.	School Board.	Local Rate.	Rating Authority.
The metropolis -	The school board appointed under this Act.	In the City of London the consolidated rate.	The commissioners of sewers.
		In the parishes mentioned in schedule A. and the districts mentioned in schedule B. to the Metropolis Management Act, 1855, the general rate, and fund raised by the general rate.	In the parishes the vestry, and in the districts the district board.
		In places mentioned in schedule C. to the said Act, the rate levied for the purposes of the Metropolitan Poor Act, 1867, and any Act amending the same.	The masters of the bench, treasurer, governors, or other persons who have the chief control or authority in such place.
Boroughs, except Oxford.	The school board appointed under this Act.	The borough fund or borough rate.	The council.
District of the local board of Oxford.	The school board appointed under this Act.	Rate leviable by the local board.	The local board.
Parishes not included in any of the above-mentioned districts.	The school board appointed under this Act.	The poor rate - -	The overseers.

SECOND SCHEDULE.

First Part.

Rules respecting Election and Retirement of Members of a School Board.

1. The election of a school board shall be held at such time, and in such manner, and in accordance with such regulations as the Education Department may from time to time by order prescribe, and the Education Department may by order appoint or direct the appointment of any officers requisite for the purpose of such election, and do all other necessary things preliminary or incidental to such election: Provided, that any poll shall be taken in the metropolis in like manner as a poll is taken under "The Metropolis Management Act, 1855," and shall be taken in any other district in like manner as a poll of burgesses or ratepayers (as the case may be) is usually taken in such district.

2. The expenses of the election and taking the poll in any district other than the metropolis shall be paid by the school board out of the school fund.

3. An order made by the Education Department under the power contained in this part of this schedule shall, as regards any election held before the first

day of September one thousand eight hundred and seventy-one, be deemed to be within the powers of this schedule, and to have been duly made and have effect as if it were enacted in this schedule, but shall not be of any force as regards any election after the said date unless it has been confirmed by Parliament.

4. Any such order so far as relates to the metropolis shall supersede any provisions contained in the Acts relating to the election of common councilmen, and in the Metropolis Management Act, 1855, and the Acts amending the same.

5. If from any cause no members are elected at the time at which they ought to be elected in accordance with this Act, then—

(*a.*) In the case of the first election the Education Department may appoint another day for the election, or may proceed as in the case of a school board in default:

(*b.*) In the case of a triennial election the retiring members, or so many as are willing to serve, shall be deemed to be re-elected, or, if all the retiring members refuse to serve, the Education Department may appoint another day for the election, or may proceed as in the case of a school board in default.

6. If an insufficient number of members are elected, or if, in the case of no members being elected, some of the retiring members are and some are not willing to serve, the school board, so far as it is constituted, shall elect a person to fill each vacancy.

7. No election under this Act shall be questioned on the ground of the title of the returning officer, or any person presiding at the poll, or any officer connected with the election.

8. Notice of the election of a person to be a member of the school board shall be sent to that person by the returning officer: in the case of the first election such notice shall be accompanied by a summons to attend the first meeting of the school board at the prescribed time.

9. The day for the triennial retirement of members shall be the prescribed day.

10. The first members shall retire from office on the day for retirement which comes next after the expiration of three years from the day fixed for the first election.

11. Members chosen to fill the offices of retiring members shall come into office on the day for retirement, and shall hold office for three years only.

12. Any person who ceases to be a member of the school board shall, unless disqualified as herein-after mentioned, be re-eligible.

13. A member of the school board may resign on giving to the board one month's previous notice in writing of his intention so to do.

14. If a member of the school board absents himself during six successive months from all meetings of the board, except from temporary illness or other cause to be approved by the board, or is punished with imprisonment for any crime, or is adjudged bankrupt, or enters into a composition or arrangement with his creditors, such person shall cease to be a member of the school board, and his office shall thereupon be vacant.

15. If any casual vacancy in office occurs by death, resignation, disqualification, or otherwise, an election shall be held in manner directed by an order made under the power contained in this part of this schedule.

16. If by any means the number of members of a school board is reduced to less than the number required for a quorum, the Education Department may proceed as if such board were a board in default, or may direct an election to be held to fill up the vacancies in manner directed by an order made under the power contained in this part of this schedule.

17. The member chosen to fill up a casual vacancy shall retain his office so long only as the vacating member would have retained the same if no vacancy had occurred.

18. If the number of the board is reduced in pursuance of the provisions of this Act, the chairman of the board shall at some meeting, as soon as may be after such reduction, determine by ballot on the members who shall retire, so as to reduce the number of the board to the number to which it is so reduced.

19. The term "prescribed" in this schedule means prescribed by some minute or order of the Education Department.

Second Part.

Rules respecting Resolutions for Application for School Board.

1. The meeting of a council for the purpose of passing such a resolution shall be summoned in the manner in which a meeting of the council is ordinarily summoned, and the resolution shall be passed by a majority of the members present and voting on the question.

2. The resolution passed by the persons who would elect the school board shall be passed in like manner as near as may be as that in which a member of the school board is elected, with such necessary modifications as may be contained in any order made under the powers of the first part of this schedule, and such powers shall extend to the passing of the resolution in like manner as if it were an election, but the expenses incurred with reference to such a resolution shall be paid by the overseers out of the poor rate.

3. If a resolution is rejected, the resolution shall not be again proposed until the lapse of twelve months from the date of such rejection.

Third Part.

Rules for Election of School Board in Metropolis.

1. If any person be returned for more than one division he shall, at or before the first meeting of the school board after such election, signify in writing to the board his decision as to the division which he may desire to represent on such return, and if he fails so to do the school board shall decide the division which he shall represent; and upon any such decision the office of member for the other division shall be deemed vacant. Such vacancy shall be filled up by an election to be held in manner directed by an order made under the power contained in the first part of this schedule.

2. The provisions in the first part of this schedule shall apply in the case of the school board in the metropolis.

3. The provisions in the first part of this schedule with respect to the proceedings in the case of no members being elected for a school district shall not only apply to the whole of the metropolis, but shall apply to the case of no members being elected for any particular division, with this qualification, that the Education Department shall not proceed as in the case of a school board in default, but may direct that persons may be elected by the school board to be members for such division.

4. In the places named in schedule (C.) to "The Metropolis Management Act, 1855," the expenses of the election shall be paid out of the local rate, and such rate, or any increase of the rate, may be levied for the purpose.

5. The day for the retirement of members from office shall be the first day of December.

6. Any casual election shall be held on the day fixed by the school board, and shall be an election for the division a member for which has created the vacancy.

7. If any vacancy is filled up by the school board the election shall be by the whole school board.

THIRD SCHEDULE.

Proceedings of School Board.

1. The board shall meet for the despatch of business, and shall from time to time make such regulations with respect to the summoning, notice, place, management, and adjournment of such meetings, and generally with respect to the transaction and management of business, including the quorum at meetings of the board, as they think fit, subject to the following conditions:—

(*a.*) The first meeting shall be held on the third Thursday after the election of the board, and if not held on that day shall be held on some day to be fixed by the Education Department:

(*b.*) Not less than one ordinary meeting shall be held in each month; one meeting shall be held as soon as possible after every triennial election of members:

(*c.*) An extraordinary meeting may be held at any time on the written requisition of three members of the board addressed to the clerk of the board:

(*d.*) The quorum to be fixed by the board shall consist of not less than three members, and in the case of the metropolis not less than nine members:

(*e.*) Every question shall be decided by a majority of votes of the members present and voting on that question:

(*f.*) The names of the members present, as well as of those voting upon each question, shall be recorded:

(*g.*) No business involving the appointment or dismissal of a teacher, any new expense, or any payment (except the ordinary periodical payments), or any business which under this Act requires the consent of the Education Department, shall be transacted unless notice in writing of such business has been sent to every member of the board seven days at least before the meeting.

2. The board shall at their first meeting, and afterwards from time to time at their first meeting after each triennial election, appoint some person to be chairman, and one other person to be vice-chairman, for the three years for which the board hold office.

3. If any casual vacancy occurs in the office of chairman or vice-chairman the board shall, as soon as they conveniently can after the occurrence of such vacancy, choose one of their members to fill such vacancy, and every such chairman or vice-chairman so elected as last aforesaid shall continue in office so long only as the person in whose place he may be so elected would have been entitled to continue if such vacancy had not happened.

4. If at any meeting the chairman is not present at the time appointed for holding the same the vice-chairman shall be the chairman of the meeting, and if neither the chairman nor vice-chairman shall be present then the members present shall choose some one of their number to be chairman of such meeting.

5. In case of an equality of votes at any meeting the chairman for the time being of such meeting shall have a second or casting vote.

6. All orders of the board for payment of money, and all precepts issued by the board, shall be deemed to be duly executed if signed by two or more members of the board authorised to sign them by a resolution of the board, and countersigned by the clerk; but in any legal proceeding it shall be presumed, until the contrary is proved, that the members signing any such order or precept were authorised to sign them.

7. The appointment of any officer of the board may be made by a minute of the board, signed by the chairman of the board, and countersigned by the clerk (if any) of the board, and any appointment so made shall be as valid as if it were made under the seal of the board.

8. Precepts of the board may be in the form given at the end of this schedule.

Proceedings of Managers appointed by a School Board.

The managers may elect a chairman of their meetings. If no such chairman is elected, or if the chairman elected is not present at the time appointed for holding the same, the members present shall choose one of their number to be chairman of such meeting. The managers may meet and adjourn as they think proper. The quorum of the managers shall consist of such number of members as may be prescribed by the school board that appointed them, or, if no number be prescribed, of three members. Every question at a meeting shall be determined by a majority of votes of the members present and voting on that question, and in case of an equal division of votes the chairman shall have a second or casting vote.

The proceedings of the managers shall not be invalidated by any vacancy or vacancies in their number.

Form of Precept.

School district of . to wit.

To the council [*or* overseers, *&c.*] of the borough [*or* parish] of . These are to require you, the council [*or* overseers] of the borough [*or* parish] of , from and out of the

moneys in the hands of your treasurer [*or* your hands], to pay on or before the day of into the hands of *A.B.*, treasurer of the school board of the said district, the sum of , being the amount required for the expenses of the said school board up to the of 18 ; and if there are no moneys in the hands of your treasurer [*or* your hands] to raise the same by means of a rate.

(Signed) *C.D.*, } Members of the school board of the
E.F., } district of
G.H., clerk of the said school board.

FOURTH SCHEDULE.

School Sites Acts.

The following Acts may be cited together as the "School Sites Acts, 1841 to 1851."

Year and Chapter of Act.	Title of Act.	Short Title by which Acts may be cited.
4 & 5 Vict. c. 38. -	An Act to afford further facilities for the conveyance and endowment of sites for schools.	The School Sites Act, 1841.
7 & 8 Vict. c. 37. -	An Act to secure the terms on which grants are made by Her Majesty out of the Parliamentary grant for the education of the poor; and to explain the Act of the fifth year of Her present Majesty, for the conveyance of sites for schools.	The School Sites Act, 1844.
12 & 13 Vict. c. 49.	An Act to extend and explain the provisions of the Acts for the granting of sites for schools.	The School Sites Act, 1849.
14 & 15 Vict. c. 24.	An Act to amend the Acts for the granting of sites for schools.	The School Sites Act, 1851.

FIFTH SCHEDULE.

Divisions of Metropolis.

Name of Division.	Name of Division.
Marylebone.	Westminster.
Finsbury.	Southwark.
Lambeth.	City.
Tower Hamlets.	Chelsea.
Hackney.	Greenwich.

ORDERS AND INSTRUCTIONS ISSUED BY THE EDUCATION DEPARTMENT FOR CARRYING OUT THE PROVISIONS OF THE ELEMENTARY EDUCATION ACT, 1870.

Circular to Municipal Boroughs calling for Educational Returns.

Sir, Education Department, 16th August 1870.

I am directed by the Lords of the Committee of Council on Education to request that you will take an early opportunity of calling the attention of the Council of your borough to sections 67–72 of the "Elementary Education Act, 1870," and I am to beg that the requisite steps may be taken without delay for carrying out the provisions of these sections, with respect to the returns which the Council (as the local authority of the district) are required to send to the Education Department, on or before the 1st day of January 1871.

These returns will have to be made on two forms.

One of these, a general form, is intended to furnish certain information respecting the area contained within the municipal limits of the borough, which information the Education Department will have to take into consideration in deciding upon the school provision that will be required for the district. A copy of that form is enclosed.

The other, a special form, will have to be filled up by the managers or teacher of every school, whether public or private, within the same limits which answers to the definition of an elementary school given in the third section of the Act. That section runs as follows:—

> "The term 'elementary school' means a school or department of a school at which elementary education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments in respect of the instruction, from each scholar, exceed ninepence a week."

Some time will doubtless be occupied in obtaining all the information required for insertion in the general form. But with the view of having the special form filled up for each school, and returned to you in due time for the completion of the general form, it will be necessary to make immediate arrangements for ascertaining how many of these special forms you will require for elementary schools as above defined.

This is, therefore, the first point to be attended to; and my Lords earnestly beg that measures may be at once taken for ascertaining the number of elementary schools within the borough.

Your Council will bear in mind that the Education Department, in determining the amount of public school accommodation for any district, are required to take into account not only schools in operation, but also those which, when completed, are likely to be efficient and suitable for the population. The promoters of those schools, therefore, which though commenced, may not be finished on the day when the general return is sent in, will have to fill up, so far as circumstances permit, the same returns as will be made by the schools actually at work. Your preliminary inquiries must accordingly be extended to all the schools within the borough which at the date of your return are either—(1) in operation; or (2) in course of being supplied.

I am, &c.

To the Town Clerk of the Municipal Borough * of

F. R. Sandford,
Secretary.

* In the case of civil parishes a similar letter was addressed to the overseers.

BOROUGH RETURN.

GENERAL RETURN with respect to the population, rating, and school provision within the municipal limits of the borough of _____.

N.B.—*This return is to be strictly confined to the area within the municipal limits of the borough.*

If any parish is divided by these limits, the part without the municipal area will be dealt with separately. This return is to include only the parts of such parishes *within that area.*

I. This borough, by the census of 1861, contained inhabitants.

II. It is estimated that the population now amounts to

III. The rateable value of the borough is—

(i.) By the last valuation list (dated).

£ *or*, if there is no such list,

(ii.) By the rate book now in force (dated).

£

IV. The number of ratepayers, duly rated under the provisions of the Poor Rate Assessment and Collection Act, 1869, is

V. The number of elementary schools for which RETURNS ARE HEREWITH MADE * to the Education Department is—

(*a.*) In operation

(*b.*) In course of being supplied

N.B.—*It will be very convenient if you can forward with the return a map of the borough, with the position of these schools marked upon it.*

VI. The number of the schools to which forms of return were delivered, but which have omitted, or refused, to fill them up is

A list of these schools is filed herewith.

I, the undersigned, town clerk of the borough of , by the authority and with the approval of the town council of the said borough, hereby certify to the completeness and accuracy of this general return.

Signed this day of 187 .

Town Clerk.

(Address).

* Keep this form till it can be sent back with the returns from the schools in the borough.

School Return.

County of

Municipal Borough of

_____ [1] School.

Address (No. and Name of Street, Road, &c.)

[1] The Class, *as well as* the local name of the School, should be specified; *e.g.*, Liverpool All Saints National; Salford (Ellor Street) British; Leeds St. Patrick's Roman Catholic, &c. The designation given should be *full and distinctive.* (*)

To the Managers, Master, or Mistress of the School.

This Return is required in pursuance of the Elementary Education Act of 1870, the object being to collect authentic information with regard to the existing provision for elementary education in the borough. By the 72nd section of that Act it is provided that, "if the "managers or teacher of any school refuse or neglect to fill up the "form required for the said return, or refuse to allow the inspector to "inspect the schoolhouse or examine any scholar, or examine the "school books and registers, or make copies or extracts therefrom, "such school shall not be taken into consideration among the schools "giving efficient elementary education to the district."

It is requested that the particulars specified may be furnished so far as the several questions are applicable to your school; and that you will *return this Form to the town clerk* with the answers written in ink in the proper columns *on or before the 1st December* 1870.

If the school is a *public*, or *private* school (*see below*), the Form must be shown to the managers, and signed by at least one of them.

If the school is an *adventure* school (*see below*), the master or mistress, in case of difficulty about filling up any part of the Form, should consult the nearest certificated teacher.

N.B.—*No return is to be made by any school in which the* ordinary *fee exceeds 9d. per week.*

I. Is the school,

i. A *Public School*; *i.e.*, held in premises secured by deed for education, with managers acting under that deed, who appoint and control the teacher?

or, ii. A *Private School*; *i.e.*, governed by private managers, or a committee, not acting under any deed?

or, iii. An *Adventure School*; *i.e.*, conducted by the teacher at his (or her) own risk, and on his (or her) own responsibility?

If the school is either (ii.) or (iii.),
To whom does the building belong?
On what conditions is it occupied?

II. With what religious denomination (if any) is the school connected?

III. Are the scholars required or expected to attend any special religious instruction, or particular place of worship?

If the school has no distinctive name, it may be described by reference to the proprietor, *e.g.*, Mrs. Smith's school.

By a mixed boys' school is meant a school under a master in which girls are instructed with boys.

By a mixed girls' school is meant a school under a mistress in which boys are instructed with girls.

IV.

	Boys' (or Mixed) School.			Girls' (or Mixed) School.			Infant School.		
Dimensions in Feet of—	Length.	Breadth.	Height.	Length.	Breadth.	Height.	Length.	Breadth.	Height.
(1.) School-rooms { (*a*) (*b*)									
(2.) Class-rooms { (*c*) (*d*)									
(3.) Do the school premises include— (*a*) Houses for the teachers? (*b*) Separate offices for boys and girls?									

N.B.—Include in the above returns any rooms now in process of building or enlargement. Give the dimensions as they will be when the rooms are finished or enlarged.

(4.) Is each of the above rooms (or will it be) exclusively *appropriated* to education? If the answer is No, specify the other use (*See foot note.*)	
(5.) Is each of the above rooms (or will it be) exclusively *furnished* for use— (*a*) As a day school? (*b*) As a Sunday school? (*c*) For both? (*See foot note.*)	
(6.) Which of the rooms (if any) is used for an evening school?	
(7.) If any new rooms or enlargement of existing rooms are *in contemplation*, specify here (giving dimensions) the *exact* additions, or changes, about to be made; and by what date they will be completed.	
(8.) If this school is not in operation, but in course of being supplied, for how many children do the promoters propose to provide accommodation?	Boys _____ Girls _____ Infants _____

IV. No rooms to be included in the return, except those in which school is (or is to be) kept:—*e.g.*, if the teacher lives in one room, and keeps school in another, the latter room only is to be included.

(4.) Answer NO, if the teacher sleeps, takes meals, or follows any trade in the room for teaching, or if divine worship, or any occupation except teaching, is (or is to be) carried on in it.

(5.) Answer NO, if the room is (or is to be) furnished (wholly, or in part) for a trade, for living in, for divine worship, or for any other purpose but teaching.

		Boys' (or Mixed) School.	Girls' (or Mixed) School.	Infant School.
V.	(1.) Principal Teacher's names in full?			
	(2.) Date of birth?			
	(3.) How long a teacher?			
	(4.) Date at which he (she) took charge of *this* school			
	(5.) Whether certificated by the Committee of Council?			
	(6.) Class of certificate			
	(7.) Does this school receive annual grants from the Education Department?			
	(8.) Attendance:— (1.) *Day School*:— How many week days per week is the school held? How many hours per week day? How many weeks per year? (2.) *Evening School*:— During what months held? On what nights of the week? For how many hours each night?			

Age and Number of Scholars.	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Day.	Night.	Day.	Night.	Day.	Night.	Day.	Night.	Day.	Night.	Day.	Night.
VI. (i.) On the Roll. N.B.—*Omit all who have not attended within the last month.*												
Under 3 years												
3 and under 6												
6 and under 8												
8 and under 13												
13 and under 21												
21 and upwards												
Total												
(ii.) In actual attendance on day when return was made												
(iii.) What number of scholars now on the Roll attend the school— (1.) As half-timers? Or (2.) Under any Act regulating the hours of labour?												

Fees. *No. on the Roll paying per week.*												
VII. One penny and less than twopence												
Twopence and less than fourpence												
Fourpence and less than sixpence												
Sixpence and less then ninepence												
Ninepence												
More than ninepence												
Nothing (*i.e.*, free scholars)												

V.—A "principal" teacher is one who acts under the orders of no other teacher in the same institution:—*e.g.*, there may be three principal teachers in one institution, containing separate departments for boys, girls, and infants.

VIII.	INSTRUCTION:—	Number learning.	
	How many of the children learn each of the following subjects?	Day School.	Night School.
	Reading - -		
	Writing - -		
	Arithmetic - -		
	Dictation - -		
	Religious instruction		
	History - -		
	Grammar - -		
	Geography - -		
	Needlework - -		
	Other subjects, if any, specify them.		

IX. Does the school provide instruction *only?*

If not,

How many scholars are

lodged? _____

boarded? _____

clothed? _____

Is the school a ragged school, industrial school, reformatory, orphanage, asylum, or private boarding school?

X. Has the school any income from endowment?

Of what amount?

What is the nature of the endowment?

Is it alienable—

(1.) From the school?

(2.) From education?

XI. *Name and Designation (Rev. or Esq.) of Correspondent for School, in full.*

Address (sufficient for post from London).

(*Post Town*) _____

XII. I (or we) certify the foregoing return to be as correct as I (or we) have the means of making it.

(Signed) _____ } Managers, Governors, or Trustees.

_____ } Managers, Governors, or Trustees.

_____ } Managers, Governors, or Trustees.

_____ Master.

_____ Mistress.

_____ Infants' Mistress

Dated this _____ day of _____ 1870.

ORDERS REGULATING THE ELECTION OF THE FIRST SCHOOL BOARD FOR LONDON.

At the Council Chamber, Whitehall, the 7th day of October 1870.

MINUTE BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

Their Lordships read and approved the following—

Order fixing the Boundaries of the Divisions of the Metropolis, with the number of Members to be elected by each Division, and appointing the Returning Officer for the first Election of the School Board for London and his Deputies.

Whereas it is provided by the 37th section of "The Elementary Education Act, 1870," that the school board in the metropolis as in the said Act defined, shall consist of such number of members elected by the divisions specified in the fifth schedule to the said Act as the Education Department may by order fix, and that the Education Department, as soon as may be after the passing of the said Act, shall by order determine the boundaries of the said divisions for the purposes of the said Act, and the number of members to be elected by each such division:

And whereas it is also provided that the Education Department may in the order fixing the boundaries of such divisions name some person who shall be the returning officer for the purpose of the first election of the school board, and the person who is to be the deputy returning officer in each such division:

Now therefore, the Lords of the Committee of Council on Education, by virtue and in exercise of the powers in them vested under the said Act, and of every other power enabling them in this behalf, do order, and it is hereby ordered as follows:—

1. Each of the following divisions, viz.,—

Tower Hamlets;	Westminster;
Hackney;	Chelsea;
Southwark;	

shall have the same boundaries as the parliamentary borough of the same name, excluding such parts as are outside the said metropolis.

2. The division of Finsbury shall include such parts of the parliamentary borough of Finsbury as are within the said metropolis, and the parts of Furnival's Inn and Staple Inn respectively, which are outside the said borough of Finsbury.

3. The City division shall include the area comprised within the parliamentary borough of London, except those parts of Furnival's Inn and Staple Inn which are within such borough.

4. The division of Marylebone shall include the parliamentary borough of Marylebone and the parish of St. John, Hampstead.

5. The division of Lambeth shall include the parliamentary borough of Lambeth, all those parts of the parishes of Lambeth and Camberwell outside the boundary of the said borough, and the Wandsworth district as described in Schedule B., Part I., of the Metropolis Local Management Act, 1855.

6. The division of Greenwich shall include the parliamentary borough of Greenwich, and all those parts of the parishes of Greenwich and Woolwich, and of the districts of Plumstead and Lewisham as described

in Schedule B., Part II., of the Metropolis Local Management Act, 1855, which are outside the said borough of Greenwich.

7. The returning officer for the first election of the school board for London shall be the Right Honourable Russell Gurney, one of Her Majesty's Counsel, Recorder of London.

8. The school board for London shall consist of 49 members elected as aforesaid; and the number of such members to be elected and the deputy returning officer in each division shall be the numbers and the persons respectively mentioned in the second and third columns of the Schedule annexed.

9. "Parliamentary borough" in this order shall mean a borough as defined by the Boundary Act, 1868.

F. R. SANDFORD,
Secretary.

SCHEDULE.

Division.	Number of Members to be elected.	Deputy Returning Officer.
Chelsea - -	4	C. Lahee, Esq., Vestry Clerk of the Parish of Chelsea.
City - - -	4	G. W. K. Potter, Esq., Secondary of the City of London.
Finsbury - -	6	J. Layton, Esq., Vestry Clerk of the Parish of St. Mary's, Islington.
Greenwich - -	4	W. Bristow, Esq., Vestry Clerk of Greenwich.
Hackney - -	5	R. Ellis, Esq., Vestry Clerk of the Parish of St. John, at Hackney.
Lambeth - -	5	T. Roffey, Esq., Vestry Clerk of the Parish of St. Mary's, Lambeth.
Marylebone -	7	W. E. Greenwell, Esq., Vestry Clerk of the Parish of St. Marylebone.
Southwark - -	4	D. Birt, Esq., Vestry Clerk of the Parish of St. George the Martyr, Southwark.
Tower Hamlets -	5	T. G. Harrison, Esq., Vestry Clerk of the Parish of St. George-in-the-East.
Westminster -	5	J. Rogers, Esq., Vestry Clerk of the Parishes of St. Margaret's and St. John's, Westminster.

At the Council Chamber, Whitehall, the 27th day of October 1870.

MINUTE BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

Their Lordships read and approved the following—

*Order regulating the first election of the school board for London.**

The Lords of the Committee of the Privy Council on Education, by virtue and in exercise of the powers in them vested under the Elementary Education Act, 1870, and of every other power enabling them in this behalf, do order and it is hereby ordered, as follows:—

TIME OF ELECTION.

1. The first election of members of the school board for London shall be held on Tuesday the 29th day of November 1870.

* For explanatory circular, *see* page 19.

NOTICE OF ELECTION.

2. On or before Monday the 14th day of November, the deputy returning officer of each division shall, in each parish, or, if the parish be divided into wards, in each parish-ward, or, in the case of the city division, in each city-ward of the division, publish such notice of election as is herein-after prescribed.

3. The notice shall specify the number of members to be elected for the division with the day appointed for the election, viz., Tuesday the 29th day of November, and shall also specify a place for the reception of the nomination papers herein-after mentioned, and of such other notices or papers as the deputy returning officer may specify.

The notice may be in the form annexed to this order.

NOMINATION AND WITHDRAWAL OF CANDIDATES.

4. After publication of the said notice of election, but not later than Thursday the 17th day of November, any person may be nominated as a candidate for any division by a nomination paper stating the division for which the candidate in nominated, and his Christian name, surname, place of abode, and description. Such nomination paper shall be subscribed (in the case of the city division) by two persons entitled to vote for common councilmen, and (in the case of any other division) by two ratepayers of such division, and shall be sent to or delivered at the place appointed as aforesaid. In either case the subscribers shall add their places of abode and descriptions, and the premises in the division for which they are respectively rated.

The deputy returning officer shall forthwith send notice of such nomination to each candidate.

5. No nomination paper shall be received after 4 o'clock in the afternoon of Thursday the 17th day of November, and no person shall be a candidate unless he has been nominated within the time, and in the manner aforesaid.

6. On or before Monday the 21st day of November, the names, places of abode, and descriptions of the several candidates nominated for each division as aforesaid shall be advertised by the several deputy returning officers in one or more of the newspapers circulating in their respective divisions.

7. On or before Wednesday the 23rd day of November, any candidate for a division may be withdrawn by delivering to the deputy returning officer of such division, or at such place as he may appoint, a notice of such withdrawal signed by the candidate.

Such notice shall not be delivered or received later than 4 o'clock in the afternoon of that day.

ELECTION.

8. If, after 4 o'clock of Wednesday the 23rd day of November, no more persons remain as candidates for a division than there are members to be elected for such division, the deputy returning officer for the division shall certify the same to the returning officer, and such persons shall be deemed to be elected.

9. If, after 4 o'clock of Wednesday the 23rd day of November, more persons remain as candidates for a division than there are members to be elected, the deputy returning officer for such division shall cause to be published in each parish, parish-ward, or city-ward of the division, the names of such candidates, and give notice that a poll will be taken on Tuesday the 29th day of November, between the hours of 8 o'clock in the forenoon and 8 o'clock in the afternoon.

Polling Places.

10. The deputy returning officer for each division shall determine the number and situation of the polling places for his division, and shall publish the same in each parish, parish-ward, or city-ward of such division, not later than Friday the 25th day of November.

The deputy returning officer shall appoint one polling place at least for each ward, unless in his opinion it be clearly unnecessary to do so.

The deputy returning officer of the division within which any place mentioned in Schedule C. to the Metropolis Management Act, 1855, is situate, shall appoint a convenient polling place for every such place, unless in his opinion it be clearly unnecessary to do so.

No public-house shall be used as a polling place, or for the purpose of an election.

11. The deputy returning officer of each division, or some person or persons appointed by him, in writing, for the purpose, shall preside at each polling place within his division, provided that only one person shall preside at the same time.

Persons entitled to vote.

12. The persons entitled to vote for the members of the school board to be elected for the city division shall be the same persons as would be entitled to vote in case of an election of common councilmen for the city.

13. The persons entitled to vote for the members of the school board to be elected for the divisions other than the city shall be the rate-payers, as defined by the Elementary Education Act, 1870.

14. With respect to the places mentioned in Schedule C. to the Metropolis Management Act, 1855, any person assessed or liable to the last rate, or contribution in the nature of a rate, in respect of property situate in any such place as aforesaid under the said last-mentioned Act and the Acts amending the same, shall be entitled to vote in the election of members for the division within which such place or any part thereof is situated.

Place of voting.

15. Each voter shall give his vote in the place, parish, parish-ward, or city-ward in which the property in respect of which he is entitled to vote is situate, and if it is situate in more than one place, parish, or ward within the same division, he shall vote in such place, parish, or ward as he selects.

If there be any ward or place for which no separate polling place is appointed, the voter shall give his vote at the polling place appointed by the deputy returning officer for the purpose.

Poll outside the City.

16. The *six* regulations following, viz., 17, 18, 19, 20, 21, 22, shall apply to the divisions other than the city division.

17. The deputy returning officer and the several candidates nominated for each division, or persons authorised by such candidates, in writing, to act as their respective deputies, shall meet at 8 o'clock in the afternoon of some day not later than the 28th day of November, and at some convenient place within the division to be appointed by the deputy returning officer; and the majority of the candidates present, or their deputies, shall appoint two persons to act as inspectors of votes at each polling place.

Two clear days' notice of the time and place appointed as aforesaid shall be sent to each candidate.

In case a majority of the candidates, or their deputies, cannot agree upon any two persons to act as aforesaid, the deputy returning officer shall determine the persons to be appointed.

18. The poll shall be taken by ballot on Tuesday the 29th day of November, and shall commence at 8 o'clock in the forenoon, and close at 8 o'clock in the afternoon.

The polling shall take place in a convenient place appointed for the purpose, which shall be furnished with balloting boxes, and so arranged by the deputy returning officer that the several voters may have the means of filling up the voting paper herein-after mentioned without being overlooked.

19. No person shall be admitted into the polling place except the deputy returning officer, or the person or persons appointed by him to preside, the inspectors of votes, and so many voters as may be allowed for the purpose of voting. The deputy returning officer, or the person presiding at the poll, may also, at his discretion, admit such of the rate-collectors, or persons appointed by them, as may in his opinion be necessary, who shall attend, with the rate-books belonging to their respective parishes, to assist in ascertaining that the person presenting themselves to vote are persons rated in the parish, or the respective wards thereof.

No voter shall on any pretence remain in the polling place after having voted.

20. The polling shall be conducted in the manner following :—

(1.) Before the commencement of the poll, the person presiding at the poll and the inspectors shall ascertain that the balloting boxes are empty.

(2.) The person for the time being presiding at the poll shall ascertain that the person claiming to vote is entitled so to do, and his decision as to any such claim shall be final.

(3.) The person presiding at the poll shall hand to the person whose claim to vote has been ascertained a voting paper (to be provided by the deputy returning officer), containing the names of the candidates printed in alphabetical order, and in the form following :—

OFFICIAL VOTING PAPER.

Christian Name, Surname, and Description of Candidate.	Number of Votes, if any, given to each Candidate must be entered opposite his Name.
A	
B	
C	
D	
E	

N.B.—The voter has votes, all or some of which he may distribute among the candidates as he pleases.

If anything but the *number* of votes given is *written* on this paper, or if any *other* paper than this is used, the votes are *not counted*.

(4.) The voter shall take the official voting paper to the place appointed for him, fill it up with the number of votes he gives to each candidate, and then fold up and deposit the said paper, and no other, in a balloting box.

(5.) The deputy returning officer shall at each polling place appoint one or more persons whose duty it shall be to fill up a voting paper for any voter who declares himself unable to do so.

21. The balloting boxes shall be closed at 8 o'clock.

On the poll being closed the person presiding as aforesaid and the inspectors at each polling place shall forthwith proceed to examine the said votes, and, if necessary, shall continue the examination by adjournments from day to day until they have decided the number of votes which have been given to each candidate.

If the inspectors are divided in opinion as to the validity or effect of any voting paper, the presiding officer shall determine the same; and his decision shall be final.

In case of an adjournment the inspectors shall take measures for the safe custody of the balloting boxes and voting papers.

22. The person presiding as aforesaid and the inspectors at each polling-place shall certify to the deputy returning officer for the division the number of votes which have been given to each candidate at the polling-place; and the deputy returning officer shall ascertain the number of votes given to each candidate in the division, and shall, as soon as may be, certify the same to the returning officer.

Poll within City Division.

23. The *six* following regulations, viz., 24, 25, 26, 27, 28, 29, shall apply only to the City division.

24. The poll shall be taken by each voter delivering to the person presiding at the polling-place, or in the manner appointed by him, an official voting paper in the form herein-before described, except that such voting paper shall, before delivery, be signed with the name of the voter, and contain the name of the street, lane, or other place in which the property for which he claims to vote is situated.

The deputy returning officer shall provide so many voting papers as may be required, and shall appoint one or more persons at each polling-place to fill up a voting paper for any voter who professes himself unable to do so.

No voting paper shall be received unless it be one supplied by the deputy returning officer.

25. The person presiding at the poll may, and if required by any two voters shall, put to any voter at the time of his voting, but not afterwards, the following questions, or one of them, but no other:—

(1.) Are you the person whose name is signed as A.B. to the voting paper now delivered in by you?

(2.) Are you the person whose name appears as A.B. on the list of persons entitled to vote in the election of Common Councilmen for the City?

(3.) Have you already voted at the present election for this division?

And no person required to answer any of the said questions shall be permitted or qualified to vote until he has answered the same.

26. At the close of any poll the person presiding at the poll shall, if he is not the deputy returning officer, as soon as possible transmit the voting papers to the deputy returning officer of the City division.

27. The deputy returning officer shall forthwith proceed to examine the said voting papers, and, if necessary, shall continue the examination

by adjournment until he has decided upon the number of votes given to each candidate, and the deputy returning officer shall determine any question arising on such examination, including the validity of any voting paper or otherwise, and his decision shall be final.

28. Every candidate, or some person or persons appointed by him under his hand, may be present at the examination of the voting papers, but he must not interfere with the deputy returning officer in the performance of his duty; provided that only one person appointed as aforesaid shall be present at the same time.

29. The deputy returning officer shall ascertain the number of votes given for each candidate, and shall, as soon as may be, certify the same to the returning officer.

Declaration of Result.

30. The returning officer shall ascertain the candidates who have obtained the largest number of votes in any division, and such candidates shall be deemed to be elected; and, in case of an equality of votes, the returning officer shall determine by lot the persons to be elected.

31. The returning officer shall publish notice of the result of the poll in the several divisions, and a list of the names of all the persons elected as members of the school board, and shall forthwith transmit a copy of such notice and list to the Education Department.

Expenses.

32. The expenses incident to the election shall be ascertained and determined by the returning officer, who shall apportion the amount to be borne by the different parts of the metropolis mentioned in the first schedule to the Elementary Education Act, 1870, according to the rateable value of such parts as adopted for the purpose of the then last preceding rate made by the Metropolitan Board of Works; and the several rating authorities, as described in the same schedule, shall pay out of the respective local rates mentioned therein, and which rates, and any increase therein, may be levied for that purpose, the several amounts so apportioned to such person or persons as the returning officer shall by precept direct, and for obtaining payment of the amount specified in any such precept, the returning officer shall have the like powers as the school board under section 37 of the said Act.

General.

33. Notices and other matters required by these regulations to be published shall be published in the manner provided by the 26th section of the Metropolis Management Act, 1855, and in such other manner as is usually adopted in elections of vestrymen in the metropolis.

34. The several sections of the Acts mentioned in the 37th section of the Elementary Education Act, 1870, shall, except so far as they are superseded or modified by this order, apply to the said first election.

35. Words used in this order shall, so far as is consistent with the context, have the same meaning as the same words used in the Elementary Education Act, 1870.

F. R. Sandford,
Secretary.

FORM OF NOTICE.

ELECTION OF SCHOOL BOARD FOR LONDON.

City of London Division, or [*Division of*].

NOTICE is hereby given that—

1. The first election of the members of the school board for London will take place on the 29th day of November 1870.

2. The number of persons to be elected as members of the school board by this division is .

3. [In the case of City division] Any two persons entitled to vote for Common Councilmen.

[In the case of any other division] Any two ratepayers of the division may nominate any person whatever as a candidate for the division, by a nomination paper containing the Christian name, surname, place of abode, and description of the candidate, and signed by the persons nominating, who shall add their places of abode, descriptions, and the premises in the division for which they are respectively rated.

The nomination papers must be delivered at the office of the deputy returning officer, not later than 4 o'clock of Thursday the 17th November.

4. Public notice will be given of the list of candidates on or before Monday the 21st of November.

5. Any candidate may be withdrawn by the delivery at the said office, not later than 4 o'clock of Wednesday the 23rd November, of a notice signed by the candidate.

6. The voting will take place in each parish, or if the parish is divided into wards, or in case of the City, in each ward, and notice of the numbers and situation of the polling places will be published on Friday the 25th November.

Each voter must vote in the ward in which the property in respect of which he is entitled to vote is situate, and if it is situate in more than one ward, in the ward which he selects.

7. The poll will be open from 8 a.m until 8 p.m.

8. [In the City] Every person entitled to vote for Common Councilmen is entitled to vote in this election.

[In other divisions] Every ratepayer is entitled to vote in this election.

9. [In the City] The voting will be by official voting papers, blank forms of which may be obtained at

[In the other divisions] The voting will be by ballot, and by official voting papers, which will be obtained at the polling place on the day of election.

10. Each voter in this division has votes, all or some of which he may distribute among the candidates as he thinks fit.

11. The division of is thus defined:

[*Copy definition from the Order dated the 7th day of October* 1870.]

12. Detailed information respecting the election is contained in the order regulating the same.

Dated this day of 1870.

Deputy Returning Officer
for the division of

[State address.]

At the Council Chamber, Whitehall, the 27th day of October 1870.

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

Their Lordships read and approved the following—

General Regulations for the First Election of School Boards in Boroughs.

1. The number of members of the school board of a borough shall be *from five to fifteen, as may be determined in each case.*

2. The returning officer shall be the mayor of the borough or a deputy appointed under his hand.

3. The first election of members of the school board shall be held on some day to be fixed by the returning officer, and within 28 clear days after the date of the requisition to elect a school board, *which will be sent to the mayor.*

4. *Fourteen* clear days at least before the day fixed for the election the returning officer shall prepare, sign, and publish such notice of the election as is herein-after prescribed.

5. The notice shall specify the number of members to be elected, with the day fixed for the election; and shall also specify a place for the reception of the nomination papers herein-after mentioned.

The notice shall be in the form annexed to this order, or to the like effect.

6. After publication of the notice, but not less than *ten* clear days before the day fixed for the election, any two persons whose names are on the burgess roll of a borough may nominate any person as a candidate by sending to, or delivering at, the appointed place a nomination paper subscribed by such two persons as aforesaid, and stating the Christian name and surname, with the place of abode and description of each subscriber, and of the candidate nominated; and the returning officer shall send forthwith notice of such nomination to each candidate.

7. No nomination paper shall be received after four o'clock in the afternoon of the last day upon which such paper may be received, and no person shall be a candidate unless he has been nominated within the time and in the manner aforesaid.

8. *Eight* clear days before the day fixed for the election the names, places of abode, and descriptions of the several candidates nominated as aforesaid shall be advertised by the returning officer in one or more of the newspapers circulating in the borough, or shall be published in like manner as in the case of an election of councillors.

9. After delivery of a nomination paper, but not less than *six* clear days before the day fixed for the election, any candidate may be withdrawn by delivering at the place appointed a notice of such withdrawal, addressed to the returning officer and signed by the candidate.

Such notice shall not be delivered later than four o'clock in the afternoon.

10. If no more persons are nominated as aforesaid than there are members to be elected, such persons shall be deemed to be elected, and the returning officer shall, on the day fixed for the election, publish a list of the names, with the places of abode and descriptions, of the persons so elected, and such publication shall be conclusive evidence of the election.

The returning officer shall forthwith transmit a copy of such list to the Education Department.

11. If after the time herein-before limited for the withdrawal of any candidate more persons remain as candidates than there are members to be elected the returning officer shall forthwith publish the names, places of abode, and descriptions of the candidates, and give notice that a poll will be taken on the day fixed for the election between the hours specified in such notice.

12. The returning officer shall determine the number and situation of the polling places, and shall publish the same not less than *three* clear days before the day fixed for the election.

No public-house shall be used for a polling place or for the purposes of an election.

13. If the borough is divided into wards each voter shall give his vote in the ward in which the property in respect of which he is entitled to vote is situate, and if it is situate in more than one ward he shall vote in such ward as he selects.

14. The returning officer, or some person or persons appointed by him for this purpose, shall preside at each polling place.

15. The poll shall commence at such an hour, not earlier than 8 a.m., and close at such an hour, not later than 8 p.m., as shall be fixed by the returning officer, but the poll shall not be open for more than seven hours.

16. The poll shall be taken by each voter delivering an official voting paper (to be supplied by the returning officer) containing the Christian name and surname of the candidate or candidates for whom he votes, with their respective places of abode and descriptions, and the number of votes he gives to each candidate, in accordance with Section 29 of the Elementary Education Act, 1870, which provides that "every voter "shall be entitled to a number of votes equal to the number of the "members of the school board to be elected, and may give all such votes "to one candidate, or may distribute them among the candidates, as he "thinks fit."

Such voting paper shall, before delivery, be signed with the name of the burgess voting, and contain the name of the street, lane, or other place in which the property for which he appears to be rated on the burgess roll is situated.

17. The person presiding at the poll may, and, if required by any two voters, shall put to any voter at the time of his voting, but not afterwards, the following questions, or one of them, but no other :—

(1.) Are you the person whose name is signed as *A.B.* to the voting paper now delivered in by you?

(2.) Are you the person whose name appears as *A.B.* on the list of burgesses, being registered therein as being rated for property described to be situated therein. [*Here specify the street, &c., as described in the burgess roll.*]

(3.) Have you already voted at the present election?

And no person required to answer any of the said questions shall be permitted or qualified to vote until he has answered the same.

18. At the close of any poll the person presiding at the poll shall, if he is not the returning officer, as soon as possible transmit the voting papers to the returning officer.

19. The returning officer shall forthwith proceed to examine the said voting papers, and if necessary shall continue the examination by adjournment from day to day (Sundays excepted), until he has decided upon the number of votes given to each candidate; and such returning officer shall determine any question arising on such examination, including the validity of any voting paper or otherwise, and his decision shall be final.

20. Every candidate, or some person or persons appointed by him under his hand, may be present at the examination of the voting papers, but must not interfere with the returning officer in the performance of his duty, provided that only one person, appointed as aforesaid, shall be present at the same time.

21. The returning officer shall ascertain the number of votes given for each candidate, and shall, as soon as may be, declare the candidates who have received the most votes to be duly elected.

In case of an equality of votes the returning officer shall determine by lot the persons to be elected.

22. The returning officer shall publish notice of the result of the poll and of the names of the persons elected. He shall also forthwith transmit a copy of such notice to the Education Department, and deliver the voting papers to the town clerk, to be kept for six months, among the records of the borough.

23. The expenses of the election and of taking the poll shall be paid by the school board out of the school fund.

24. Notices and other matters required by these regulations to be published shall be published in like manner as in the case of the election of councillors.

F. R. SANDFORD,
Secretary.

FORM OF NOTICE.

Borough of

ELECTION of a SCHOOL BOARD.

Notice is hereby given—

1. That the first election of a school board for this borough will take place on the day of 1870.

2. That the number of persons to be elected as members of the school board is

3. That any two burgesses may nominate any person whatever as a candidate, by sending to or delivering at *the office of the town clerk* (*or other office to be specified*) a nomination paper.

The nomination paper must be dated and subscribed by the two burgesses, and must contain the Christian names, surnames, places of abode, and descriptions of the subscribers, and of the candidate nominated.

No nomination paper will be received after four o'clock in the afternoon of the day of

4. That public notice will be given of the list of candidates on or before the day of

That any candidate may be withdrawn by delivering at *the town clerk's office* (*or other office to be specified*), not later than four o'clock in the afternoon of the day of a notice of withdrawal signed by the candidate and addressed to the returning officer.

5. That the voting will take place in each ward, and notice of the number and situation of the polling places will be published on or before the day of

Each voter must vote in the ward in which the property in respect of which he is rated is situated; and if it is situate in more than one ward, in such ward as he selects.

6. That the poll will be open from a.m. till p.m.

7. Every person upon the burgess roll is entitled to vote in the election.

8. The voting shall be by an official voting paper, which shall be in the following form, or in a form similar :—

OFFICIAL VOTING PAPER.

Christian Name, Surname, Description, and Place of Abode of each Candidate.	Number of Votes (if any) given to any Candidate must be entered opposite his Name.
A.	
B.	
C.	
&c.	

Name of voter
Street, lane, or place in which property for which the voter appears to be rated on the burgess roll is situate.

Voting papers may be obtained at *the town clerk's office (or other place or places to be specified)*.

9. That in this borough each voter has votes, all or some of which he may distribute among the candidates as he thinks fit.

Dated this day of 1870.

Returning Officer.

(State office or address.)

Education Department, 1871.

Borough of

SIR,

IN reference to the order containing regulations for the election of a school board, which is sent to the mayor by this evening's post, it may be convenient that I should anticipate certain questions which have arisen with respect to similar regulations in other boroughs.

It must be remembered that the order has the force of an Act of Parliament, and must be construed as such. The Education Department, therefore, have no power to express an authoritative opinion upon the effect of any part of the order, and this communication must be regarded only as containing certain recommendations which, it appears to my Lords, may be usefully adopted.

The following numbers refer to the several paragraphs of the order :—

(1.) The chairman and vice-chairman should be chosen out of the number of members elected.

(2.) If the mayor is a candidate for the school board, he should appoint some person, not being a candidate, to act as returning officer.

(5.) The notice need not be in precisely the same form as that given in the order.

(6.) The same two burgesses should not nominate more than one candidate.

(16.) A sufficient number of official voting papers must be supplied by the returning officer. But the form and contents of the voting paper, and the manner in which it is to reach the hands of the voters, are left to the discretion of the returning officer. If the candidates are not very numerous, the most convenient plan is that the official paper should contain the names of all the candidates, printed alphabetically. The voting paper must be signed *with the name* of the voter, but not necessarily *by* the voter.

My Lords trust that with these explanations there will be no difficulty in carrying the order into effect.

I am, &c.

To the Town Clerk of the Borough of — F. R. SANDFORD.

CIRCULAR EXPLANATORY OF BOROUGH ORDER.

SIR, Education Department, January 1871.

IT will be observed that the persons entitled to vote under the order of 21st December are the ratepayers as defined in section 3 of the Elementary Education Act, 1870.

The annexed letter, addressed to the deputy returning officers in the metropolis, may be found of some assistance in enabling you to ascertain the meaning of the term "ratepayer" as used in the Act. [Note particularly II. (*b.*)]

With respect to Part I. of the same order, it may be convenient to explain some difficulties which have occurred in interpreting it.

1. "Convene" means "issue the summons for." (Par. 1.)
2. Each ratepayer has *one* vote, and *one* vote only at the meeting and at the poll. (Par. 3.)
3. Any ten ratepayers may at the meeting demand a poll, whether the resolution is carried or negatived.
4. You will observe that the summoning officer must supply official voting papers at the *polling places* and not elsewhere, and that they must be filled up *at these places.*

I need scarcely add that my Lords have no power to express any authoritative opinion as to the construction to be put upon the order, which (under section 94, and Schedule II. part 1., par. 3, of the Education Act) has the effect of an Act of Parliament; and these remarks must, therefore, be taken as mere suggestions.

I have, &c.

PATRICK CUMIN,

To the Clerk of the Union. Assistant Secretary.

LETTER EXPLANATORY OF LONDON ORDER.

SIR, Education Department, November 14th, 1870.

VARIOUS questions having been addressed to this department as to the interpretation to be put upon the order of the 27th of October, regulating the first election of the school board for London, I am directed by the Lord President of the Council to transmit to you the following instructions, in order to secure uniformity in the decisions of the several officers who will preside at the polling places at the coming election.

It should be understood that these instructions are intended, primarily, for the guidance of the deputy returning officers and the persons presiding at the polls, and apply only to the election which is to take place on the 29th of November next.

According to the order:—

The persons entitled to vote for members of the school board (outside the city) are "the ratepayers," which term *includes every person* who, under the provisions of the Poor Rate Assessment and Collection Act, 1869, *is deemed to be duly rated.*

And "the person for the time being presiding at the poll, shall "*ascertain* that the person claiming to vote is entitled so to "do; and his decision shall be final."

In exercising this jurisdiction, the officer shall adopt the following rules:—

I. There should be no inquiry in any case whether the claimant, male or female, has or has not paid rates.

II. Where *some person* has been *entered* in the occupier's column of the rate book as occupier of a particular tenement—

(*a.*) *The officer must not allow the entries in the rate book to be questioned before him;* and the person whose name is entered as the occupier of the tenement, must be treated by him as the only person entitled to vote as occupier in respect of such tenement.

4 Sec. Poor Rate Assessment and Collection Act, 1869.

(*b.*) Where, by order of the vestry, the owner of a tenement whereof the rateable value does not exceed 20*l.** has been rated instead of the occupier, who is entitled to vote at the coming election, the claim of the owner to vote should also be allowed.

16 Sec. same Act.

(*c.*) Where an occupier has been entered in the rate book as "having "succeeded or come into occupation" of a tenement, and continues on the rate book at the time of the election, such occupier is the *only* person entitled to vote as occupier in respect of such tenement.

III. Where *no person* has been *entered* in the occupier's column of the rate book as occupier of a particular tenement—

(*a.*) If a claim to vote is made by any person, who admits that he was not in occupation at the time when the rate was last made, the claim should be disallowed.

(*b.*) If a claim to vote is made by any person, who alleges and can satisfy the officer, that he was in occupation at the time when the rate was last made, and ought to have had his name entered in the rate book, the claim should be allowed.

With reference to this last instruction, I am to point out that the overseer, when making out the rate book, is required, under a pecuniary penalty in case of negligence or wilful omission, to enter in the rate book the name of every occupier of a rateable hereditament. The powers vested in overseers by the Act of Parliament are amply sufficient to enable them to perform this duty; and the Poor Law Board has issued special instructions directing the attention of overseers to the provisions of the Act in question, and explaining the proper steps to be taken in order to comply with them.

The rate book, therefore, if properly made out, is a complete register of the persons entitled to vote in the coming election: and the officer should, in the first instance, treat the rate book as such complete register, and should require an occupier who is not on the rate book, to show clearly that his name has been improperly omitted, before admitting him to vote.

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* This applies only to the metropolis; for the rateable value elsewhere see section 3 of the Act in margin.

(*c.*) If a claim to vote is made by any person, who alleges himself to be a lodger, his claim should be disallowed.

(*d.*) If a claim to vote is made by a person, who alleges himself to be an occupier, but who appears to occupy part of a dwelling-house which is "wholly let out in apartments or lodgings," not separately rated when the "Representation of the People Act, 1867," passed, viz., 15th August of that year, his claim should be disallowed.

The officer at each polling place will, of course, know from the rate book the date at which the rate was last made; and the public should be reminded that each voter can vote ONLY ONCE in your division.

It is hoped that these instructions will enable you to solve any questions which may occur in taking the poll.

I am, &c.

(Signed) PATRICK CUMIN,
Assistant Secretary.

To Deputy Returning Officer for

At the Council Chamber, Whitehall, the 6th day of January 1871.

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

Their Lordships read and approved the following—

Regulations for the First Election of a School Board for the District of the Local Board of Oxford.

PRELIMINARY.

1. The number of members of the school board of the district of the local board of Oxford shall be nine, to be elected as follows:—Six by the ratepayers and three by the university, in manner herein-after provided.

2. The returning officer shall be the chairman of the said local board, or a member thereof appointed in writing by the said local board for the purpose.

3. The first election of member of the school board shall be held on some day to be fixed by the returning officer, and within 28 clear days after the 6th day of January 1871.

PART I.

The regulations in Part I. shall apply only to the election of the members of the school board to be elected by the ratepayers.

4. *Fourteen* clear days at least before the day fixed for the election, the returning officer shall prepare, sign, and publish such notice of the election as is herein-after prescribed.

5. The notice shall specify the number of members to be elected by the ratepayers, with the day fixed for the election; and shall also appoint a place for the reception of the nomination papers herein-after mentioned.

The notice shall be in the form annexed to this order, and marked A, or to the like effect.

6. After publication of the notice, but not less than 10 clear days before the day fixed for the election, any two ratepayers may nominate any one person of full age as a candidate by sending to or delivering

at the place appointed as aforesaid a nomination paper, subscribed by the persons nominating, and containing the Christian name, surname, place of abode, and description of each subscriber, and of the candidate nominated. The said paper shall also contain a description of the premises for which the persons nominating are respectively rated.

The returning officer shall send forthwith notice of such nomination to each candidate.

7. No nomination paper shall be received after 4 o'clock in the afternoon of the last day upon which such paper may be sent or delivered as aforesaid, and no person shall be a candidate unless he has been nominated within the time and in the manner aforesaid.

8. *Eight* clear days before the day fixed for the election the names, places of abode, and descriptions of the several candidates nominated as aforesaid shall be published by the returning officer in the said district.

9. After delivery of a nomination paper, but not less than *six* clear days before the day fixed for the election, any candidate may be withdrawn by delivering at the place appointed a notice of such withdrawal, addressed to the returning officer, and signed by the candidate.

Such notice shall not be delivered later than 4 o'clock in the afternoon.

10. If after the time herein-before limited for such withdrawal as aforesaid no more persons remain as candidates than there are members to be elected, such persons shall be deemed to be elected.

11. If after the time herein-before limited for the withdrawal of any candidate more persons remain as candidates than there are members to be elected, the returning officer shall forthwith publish the names, places of abode, and descriptions of the several candidates, and give notice that a poll will be taken on the day fixed for the election between the hours specified in such notice.

12. The persons qualified to nominate as aforesaid, or to vote for the members of the school board, to be elected by the ratepayers, shall be the persons who, on the day of such election, would be qualified to vote in any parish at an election of any member of the Oxford local board, to be elected by the ratepayers.

13. The returning officer shall determine the number and situation of the polling places, and shall publish the same not less than *three* clear days before the day fixed for the election.

No public house shall be used for a polling place, or for the purposes of an election.

14. If any parish is divided into wards, each voter shall give his vote in the ward in which the property in respect of which he is entitled to vote is situate, and if it is situate in more than one ward, he shall vote in any one of the wards in which it is situate.

15. The returning officer, or some person or persons appointed by him for this purpose, shall preside at each polling place.

16. The poll shall commence at such an hour, not earlier than 8 a.m., and close at such an hour, not later than 8 p.m., as shall be fixed by the returning officer, but the poll shall not be open for more than seven hours.

17. The poll shall be taken by each voter delivering to the person presiding at the polling place an official voting paper (to be supplied by the returning officer), containing the Christian name and surname of the candidate or of each of the candidates for whom he votes, with their respective places of abode and descriptions, and the number of votes he gives to each candidate, in accordance with section 29 of "The Elementary Education Act, 1870," which provides that "every

" voter shall be entitled to a number of votes equal to the number of " the members of the school board to be elected, and may give all such " votes to one candidate, or may distribute them among the candidates, " as he thinks fit."

Such voting paper shall, before delivery, be signed with the name of the voter, and contain the name of the street, lane, or other place in which the property for which he appears to be rated is situated.

18. The person presiding at the polling place shall ascertain that the person claiming to vote is entitled so to do.

19. At the close of the poll the person presiding at the polling place shall, if he is not the returning officer, as soon as possible transmit the voting papers to the returning officer.

20. The returning officer shall forthwith proceed to examine the said voting papers, and, if necessary, shall continue the examination by adjournment from day to day (Sunday excepted), until he has decided upon the number of votes given to each candidate, and such returning officer shall determine any question arising on such examination, including the validity of any voting paper or otherwise, and his decision shall be final.

21. Every candidate, or some person or persons appointed by him under his hand, may be present at the examination of the voting papers, but must not interfere with the returning officer in the performance of his duty, provided that only one person, appointed as aforesaid, shall be present at the same time.

22. The returning officer shall ascertain the number of votes given for each candidate, and the candidates who have received the most votes shall be the persons duly elected.

In case of an equality of votes, the returning officer shall determine by lot the persons to be elected.

Part II.

The regulations in Part II. shall apply only to the election of members to be elected by the university.

23. *Fourteen* clear days at least before the day fixed for the election the Vice-Chancellor or his deputy shall prepare, sign, and publish such notice of the election as is herein-after prescribed.

24. The notice shall specify the number of members to be elected, with the day fixed for the election; and shall also specify a place for the reception of the nomination papers herein-after mentioned.

The notice shall be in the form annexed to this order and marked B, or to the like effect.

25. After publication of the notice, but not less than ten clear days before the day fixed for the election, any two persons on the register of the Congregation of the University of Oxford, according to the Act passed in the session holden in the seventeenth and eighteenth years of Her Majesty, cap. 81, may nominate any one person of full age as a candidate by sending to or delivering at the place appointed as aforesaid a nomination paper subscribed by the persons nominating, and stating the Christian name, surname, college (if any), and description of each subscriber and of the candidate nominated.

The Vice-Chancellor or his deputy shall send forthwith notice of such nomination to each candidate.

26. No nomination paper shall be received after 4 o'clock in the afternoon of the last day upon which such paper may be sent or delivered as aforesaid, and no person shall be a candidate unless he has been nominated within the time and in the manner aforesaid.

27. *Eight* clear days before the day fixed for the election the names,

places of abode, and descriptions of the several candidates nominated as aforesaid shall be published by the Vice-Chancellor or his deputy in such manner as he may think fit.

28. After delivery of a nomination paper, but not less than *six* clear days before the day fixed for the election, any candidate may be withdrawn by delivering at the place appointed a notice of such withdrawal, addressed to the Vice-Chancellor, and signed by the candidate.

Such notice shall not be delivered later than 4 o'clock in the afternoon.

29. If after the time herein-before limited for such withdrawal as aforesaid no more persons remain as candidates than there are members to be elected, such persons shall be deemed to be elected, and the Vice-Chancellor or his deputy shall forthwith certify to the returning officer the names of the several persons so elected, with their respective colleges (if any), places of abode, and descriptions.

30. If after the time herein-before limited for the withdrawal of any candidate, more persons remain as candidates than there are members to be elected, the Vice-Chancellor or his deputy shall forthwith publish the names, places of abode, colleges (if any), and descriptions of the several candidates, and give notice that a poll will be taken on the day fixed for the election, between the hours specified in such notice.

31. The members to be elected by the university shall be elected by the congregation herein-before mentioned, and the persons qualified to vote in such election shall be the persons who, on the day of such election, are on the register of members of the congregation herein-before mentioned.

32. The Vice-Chancellor or his deputy shall determine the number and situation of the polling-places, and shall publish the same not less than *three* clear days before the day fixed for the election.

33. The Vice-Chancellor or his deputy, or some person or persons appointed by him for the purpose, shall preside at each polling-place.

34. The poll shall commence at such an hour, not earlier than 8 a.m., and close at such an hour, not later than 8 p.m., as shall be fixed by the Vice-Chancellor or his deputy, but the poll shall not be open for more than seven hours.

35. The poll shall be taken by each voter delivering an official voting paper (to be supplied by the Vice-Chancellor or his deputy), containing the Christian name and surname of the candidate or of each of the candidates for whom he votes, with their respective colleges (if any), places of abode and descriptions, and the number of votes he gives to each candidate, in accordance with section 29 of the "Elementary Education Act, 1870," which provides that "every voter shall be "entitled to a number of votes equal to the number of the members of "the school board to be elected, and may give all such votes to one can-"didate, or may distribute them among the candidates, as he thinks fit."

Such voting paper shall, before delivery to the person presiding at the polling-place, be signed with the name of the voter and shall specify the college to which he belongs.

36. The person presiding at the polling-place shall ascertain that the person claiming to vote is entitled so to do.

37. At the close of the poll the person presiding as aforesaid shall, if he is not the Vice-Chancellor or his deputy, as soon as possible transmit the voting papers to the Vice-Chancellor or his deputy.

38. The Vice-Chancellor or his deputy shall forthwith proceed to examine the said voting papers, and, if necessary, shall continue the examination by adjournment from day to day (Sunday excepted), until he has decided upon the number of votes given to each candidate, and

such Vice-Chancellor or his deputy shall determine any question arising on such examination, including the validity of any voting paper or otherwise, and his decision shall be final.

39. Every candidate, or some person or persons appointed by him under his hand, may be present at the examination of the voting papers, but must not interfere with the Vice-Chancellor or his deputy in the performance of his duty, provided that only one person, appointed as aforesaid, shall be present at the same time.

40. The Vice-Chancellor or his deputy shall ascertain the number of votes given for each candidate, and the candidates who have received the most votes shall be the persons duly elected.

In case of an equality of votes, the Vice-Chancellor or his deputy shall determine by lot the persons to be elected.

41. The Vice-Chancellor or his deputy shall certify to the returning officer the names, with the colleges (if any), places of abode, and descriptions of the several persons elected by the university. He shall also certify the number of votes given to each candidate.

The voting papers shall be transmitted to the returning officer together with the certificate.

42. Notices and other matters required by Part II. of these regulations to be published, shall be published in such manner as the Vice-Chancellor or his deputy may think fit.

Part III.

43. If the same person be nominated as a candidate for election both by the ratepayers and by the university, he shall, within the time and in the manner herein-before provided, withdraw from being a candidate for election by one of the two constituencies, and if such person fails to withdraw he shall be deemed to have withdrawn altogether, and his nomination as a candidate for election by either constituency shall be void to all intents and purposes.

44. The returning officer shall, as soon as may be after the election, publish a notice containing the names of all the persons elected by the ratepayers and by the university respectively, and the number of votes given to each of the several candidates. He shall also forthwith transmit a copy of such notice to the Education Department, and deliver the whole of the voting papers to the clerk of the local board, to be kept for six months among the records of the board.

45. The election shall be deemed to have taken place on the day fixed for the election.

46. The expenses of the election and of taking the poll shall be paid by the school board out of the school fund.

47. Notices and other matters required by Parts I. and III. of these regulations to be published shall, unless otherwise expressly provided, be published in the manner provided by section 80 of the Elementary Education Act, 1870.

Secretary.

Form of Notice.

(A.)

Election of a School Board for the District of the Local Board of Oxford.

This Notice applies to the members to be elected by the ratepayers.

Notice is hereby given—

1. That the first election of the school board for Oxford will take place on the day of 1871.

2. That the number of persons to be elected as members of the school board is nine, of whom six are to be elected by the ratepayers, and three by the university.

3. That any two ratepayers may nominate any person of full age as a candidate, by sending to or delivering at *the office of the local board (or other office to be specified)* a nomination paper.

The nomination paper must be dated, and must contain the Christian names, surnames, places of abode, and descriptions of the persons nominating, and of the candidate nominated.

The same two persons can nominate only one candidate to be elected by the same body.

No nomination paper will be received after 4 o'clock in the afternoon of the day of .

4. That public notice will be given of the list of candidates on or before the day of .

5. That any candidate may be withdrawn by delivering at *the office of the local board (or other office to be specified)*, not later than 4 o'clock in the afternoon of the day of , a notice of withdrawal signed by the candidate and addressed to the returning officer.

If any person be nominated as a candidate for election by the university, as well as by the ratepayers, he must withdraw from being a candidate for election by one of the two constituencies; if he does not, both nominations will be invalid.

6. That the voting for members to be elected by the ratepayers will take place in each parish or ward, and notice of the number and situation of the polling places will be published on or before the day of .

Each voter must vote in the parish or ward in which the property in respect of which he his rated is situate, and if it is situate in more than one ward, in any one of the wards in which it is situate.

7. That the poll will be open from a.m. till p.m.

8. That every person entitled to vote for the members of the local board to be elected by the ratepayers is entitled to vote in this election.

9. That the voting shall be by an official voting paper, which shall be in the following form, or in a form similar :—

OFFICIAL VOTING PAPER.

For the election by the ratepayers.

Christian Name, Surname, Description, and Place of Abode, of each Candidate.	No. of Votes (if any) given to any Candidate must be entered opposite his name.
A.	
B.	
C.	
&c.	

Name of voter

Street, lane, or place in which property for which the voter appears to be rated is situate.

10. That each ratepayer entitled to vote has six votes, all or some of which he may distribute among the candidates as he thinks fit.

Dated this day of 1871.

Returning Officer.

(State office or address.)

FORM OF NOTICE.

(B.)

ELECTION of a SCHOOL BOARD for the DISTRICT of the LOCAL BOARD of OXFORD.

This notice applies to the members to be elected by the university.

Notice is hereby given—

1. That the first election of a school board for Oxford will take place on the day of 1871.

2. That the number of persons to be elected as members of the school board is nine, of whom three are to be elected by the university and six by the ratepayers.

3. That any two members of congregation may nominate any person of full age as a candidate, by sending to or delivering at (*place to be specified*) a nomination paper.

The nomination paper must be dated, and must contain the Christian names, surnames, colleges (if any), places of abode, and descriptions of the persons nominating, and of the candidate nominated.

The same two persons can nominate only one candidate to be elected by the same body.

No nomination paper will be received after 4 o'clock in the afternoon of the day of .

4. That public notice will be given of the list of candidates on or before the day of .

5. That any candidate may be withdrawn by delivering at (*place to be specified*), not later than 4 o'clock in the afternoon of the day of , a notice of withdrawal signed by the candidate and addressed to the Vice-Chancellor or his deputy.

If any person be nominated as a candidate for election by the ratepayers as well as by the university, he must withdraw from being a candidate for election by one of the two constituencies; if he does not, both nominations will be invalid.

6. That the voting for members to be elected by the university will take place at some place or places to be appointed by the Vice-Chancellor of which notice will be given.

7. That the poll will be open from a.m. to p.m.

8. That every member of congregation is entitled to vote in this election.

9. That the voting shall be by an official voting paper, which shall be in the following form, or in a form similar:—

OFFICIAL VOTING PAPER.

For the election by the university.

Christian Name, Surname, Description, and Place of Abode, College, of each Candidate.	No. of Votes (if any) given to any Candidate must be entered opposite his Name.
A.	
B.	
C.	
&c.	

Name of voter

College

10. That each member of congregation has three votes, all or some of which he may distribute among the candidates as he thinks fit.

Dated this day of 1871.

Vice-Chancellor.

ORDERS RELATING TO THE ELECTION OF SCHOOL BOARDS IN PARISHES.

(Published in the "*London Gazette*," Tuesday, 27th December 1870.)

At the Council Chamber, Whitehall, the 21st day of December 1870.

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

I. Their Lordships read and approved the following—

General Regulations as to passing Resolutions "for Application for School Boards" in Parishes not situate within Municipal Boroughs or within the Metropolis.

Whereas by the 12th section of the Elementary Education Act, 1870, application may be made to the Education Department in certain cases for leave to form a school board.

And whereas such application must be made by a resolution passed in accordance with the provisions of the second part of the second schedule to the said Act.

And whereas the passing of such resolution must be in accordance with such regulations as the Education Department may by order prescribe.

Now, therefore, the Lords of the Committee of Council on Education, by virtue and in exercise of the powers in them vested under the said Act, and of every other power enabling them in this behalf, do order, and it is hereby ordered as follows:—

The following regulations as to passing any such resolution as aforesaid shall be observed in any parish not situate within a municipal borough, or within the metropolis.

1. Upon requisition in writing, signed by 50 ratepayers, or by one-third of the persons who are ratepayers (within the meaning of the said Act)

of any parish, the summoning officer shall within 14 clear days after receiving such requisition, convene a meeting of the ratepayers for the purpose of considering such resolution as herein-after mentioned.

The summoning officer shall be the clerk of the union of which any parish forms part, or the person for the time being discharging the duties of such clerk.

2. Seven clear days at least before the day of the meeting, the summoning officer shall publish a notice, stating that a requisition has been received by him requiring him to call a meeting of the ratepayers for the purpose of passing a resolution that it is expedient that a school board should be formed for the said parish, and that a meeting of the ratepayers will accordingly be held at some convenient time and place (to be specified in such notice), for the purpose of considering such resolution.

3. Every person who at the time of the meeting is such ratepayer as aforesaid of the parish, shall be entitled to be present and to vote at such meeting, and every such ratepayer shall have one vote only.

4. At the time and place so specified, some person chosen at the meeting shall take the chair, and any ratepayer may propose such resolution as aforesaid, to be seconded by some other ratepayer.

5. If no such resolution is proposed and seconded at the time and place aforesaid, or if the same is withdrawn or negatived, the chairman shall declare the resolution to have been negatived and shall publish notice thereof. The resolution may at any time, before the taking of the poll, be withdrawn by the two ratepayers who proposed and seconded the same; and in such case no further proceedings shall be taken in respect of the poll.

6. If the resolution duly proposed and seconded is carried, and no demand for a poll is made, the chairman shall declare the resolution to have been passed, and shall publish notice thereof.

7. Any 10 ratepayers may make demand in writing, to be delivered to the said chairman at the meeting, that a poll be taken on such resolution, and the same shall be taken unless the major part of such ratepayers so signing the writing withdraw the same by notice in writing to the chairman at the meeting or to the summoning officer after the meeting, who shall publish notice thereof.

8. If a poll be taken the summoning officer shall fix the day of taking the poll, which shall be not less than 10 clear days after the day fixed for such meeting as aforesaid, and the said officer shall publish notice thereof.

9. The summoning officer shall determine the number and situation of the polling places, and for this purpose may cause any parish to be divided into polling districts. The said officer shall cause the boundaries of such districts and the number and situation of the polling places to be published not less than *three* clear days before the day fixed for the polling.

No public-house shall be used as a polling place, or for the purposes of an election.

10. If the parish is divided into polling districts, each voter shall give his vote in the polling district in which the property in respect of which he is entitled to vote is situate, and if such property is situate in more than one district, in any one of the districts in which it is situate.

11. The summoning officer or some person or persons appointed by him shall preside at each polling place.

12. The poll shall commence at such an hour not earlier than 8 a.m., and close at such an hour not later than 8 p.m., as shall be fixed by the summoning officer, but the poll shall not be open for more than seven hours.

13. The poll shall be taken by each voter filling up or causing to be filled up in writing at the proper polling place, an official voting paper containing a word or words indicating assent to or dissent from such resolution; and each voting paper shall before delivery to the presiding officer, be signed with the name of the ratepayer voting.

14. The summoning officer shall supply a sufficient number of such voting papers at the several polling places, and shall provide means for such papers being filled up at such polling places as aforesaid.

15. The person presiding at the poll shall ascertain that the person claiming to vote is entitled so to do.

16. At the close of the poll the person presiding at the poll shall, if he is not the summoning officer, as soon as possible transmit the voting papers to the summoning officer.

17. The summoning officer shall as soon as convenient, proceed to examine the voting papers, and if necessary shall continue the examination by adjournment (Sundays excepted) until he has ascertained the decision upon the affirmation or rejection of the resolution; and such summoning officer shall determine any question arising on such examination, including the validity of any voting paper, or otherwise, and his decision shall be final.

18. Any two persons on behalf of the supporters, and any two persons on behalf of the opponents of the resolution may be present at such examination.

If any dispute arises as to the persons who should be present, the summoning officer shall appoint two persons from among such supporters and two persons from among such opponents, and his decision shall be final.

19. In case of an equality of votes the resolution shall be deemed to be rejected.

20. The result of the poll shall be published by the summoning officer.

21. Notices and other matters directed by this order to be published shall be published in like manner as public notices are usually published in the parish to which they relate.

22. The summoning officer shall be entitled to a reasonable remuneration, to be paid by the overseers.

23. Words used in this order shall, so far as is consistent with the context, have the same meaning as the same words used in the Elementary Education Act, 1870.

II. Their Lordships further resolved as follows:—

No requisition for the formation of a school board under the 31st section of the Elementary Education Act, 1870, and the order dated 21st December 1870, containing the general regulations for the first election of school boards in parishes not situate within municipal boroughs or within the metropolis, will be issued without taking into consideration the population and area of such parish, and the expediency of forming a school district larger than such parish.

III. Their Lordships also read and approved the following —

General Regulations for the First Election of School Boards in Parishes not situate within Municipal Boroughs or within the Metropolis.

1. The number of members of the school board of a parish shall be *from 5 to 15, as may be determined in each case by the Education Department.*

2. The returning officer shall be the clerk of the union of which the parish forms part, or the person for the time being discharging the duties of such clerk.

3. The first election of members of the school board shall be held on some day to be fixed by the returning officer, and within 28 clear days after the date of the requisition to elect a school board, *which will be sent to the returning officer.*

4. *Fourteen* clear days at least before the day fixed for the election the returning officer shall prepare, sign, and publish, such notice of the election as is herein-after prescribed.

5. The notice shall specify the number of members to be elected, the day fixed for the election, and a place for the reception of the nomination papers herein-after mentioned.

The notice shall be in the form annexed to this order, or to the like effect.

6. After publication of the notice, but not less than *ten* clear days before the day fixed for the election, any two ratepayers of the parish may nominate as a candidate any one person of full age, by sending to or delivering at the appointed place a nomination paper, subscribed by such two persons as aforesaid, and stating the Christian and surname with the place of abode and description of each subscriber and of the candidate nominated; and the returning officer shall send forthwith notice of such nomination to each candidate.

7. No nomination paper shall be received after four o'clock in the afternoon of the last day upon which such paper may be received, and no person shall be a candidate unless he has been nominated within the time and in the manner aforesaid.

The returning officer shall have power to decide whether any nomination is valid, and his decision shall be final.

8. *Eight* clear days before the day fixed for the election, public notice shall be given of the names, places of abode, and descriptions of the several candidates nominated as aforesaid.

9. After delivery of a nomination paper, but not less than *six* clear days before the day fixed for the election, any candidate may be withdrawn by delivering at the place appointed a notice of such withdrawal, addressed to the returning officer, and signed by the candidate.

Such notice shall not be delivered later than four o'clock in the afternoon.

10. If no more persons are nominated as aforesaid than there are members to be elected, such persons shall be deemed to be elected on the day fixed for the election, and the returning officer shall, on the said day, publish a list of the names, with the places of abode and descriptions, of the persons so elected, and such publication shall be conclusive evidence of the election.

The returning officer shall forthwith transmit a copy of such list to the Education Department.

11. If after the time herein-before limited for the withdrawal of any candidate more persons remain as candidates than there are members to be elected, the returning officer shall forthwith publish the names, places of abode, and descriptions of the several candidates, and give notice that a poll will be taken on the day fixed for the election, between the hours specified in such notice.

12. The returning officer shall determine the number and situation of the polling places, and, for the purposes of this election, may cause any parish to be divided into polling districts. The said officer shall cause the boundaries of such districts, and the number and situation of the polling places, to be published not less than *three* clear days before the day fixed for the election.

No public-house shall be used for a polling place, or for the purposes of an election.

13. If the parish is divided into polling districts, each voter shall give his vote in the polling district in which the property in respect of which he is entitled to vote is situate, and if it is situate in more than one polling district, he shall vote in any one of the polling districts in which it is situate.

14. The returning officer, or some person or persons appointed by him for this purpose, shall preside at each polling place.

15. The poll shall commence at such an hour, not earlier than 8 a.m., and close at such an hour, not later than 8 p.m., as shall be fixed by the returning officer, but the poll shall not be open for more than seven hours.

16. The returning officer shall supply at the several polling places a sufficient number of printed official voting papers, each of which shall contain the Christian name and surname of each of the several candidates. The returning officer shall also provide means for filling up the voting papers, as herein-after described, at each polling place, and the voter shall there enter, or cause to be entered, in writing, opposite the name of each candidate for whom he votes the number of votes he gives to each candidate, in accordance with section 29 of the Elementary Education Act, 1870, which provides that "every voter shall be entitled to a num-"ber of votes equal to the number of the members of the school board "to be elected, and may give all such votes to one candidate, or may "distribute them among the candidates, as he thinks fit."

Such voting paper shall, before delivery to the presiding officer, be signed with the name of the ratepayer voting.

17. The person presiding at the poll shall ascertain that the person claiming to vote is entitled so to do.

18. At the close of the poll the person presiding at the poll shall, if he is not the returning officer, as soon as possible transmit the voting papers to the returning officer.

19. The returning officer shall forthwith proceed to examine the said voting papers, and, if necessary, shall continue the examination by adjournment from day to day (Sundays excepted) until he has decided upon the number of votes given to each candidate, and such returning officer shall determine any question arising on such examination, including the validity of any voting paper or otherwise, and his decision shall be final.

20. Every candidate, or some person or person appointed by him under his hand, may be present at the examination of the voting papers, but must not interfere with the returning officer in the performance of his duty, provided that only one person, appointed as aforesaid, shall be present at the same time.

21. The returning officer shall ascertain the number of votes given for each candidate, and shall, as soon as may be, declare the candidates who have received the most votes to be duly elected.

In case of an equality of votes, the returning officer shall determine by lot the persons to be elected.

The election shall be deemed to have taken place on the day fixed for the election.

22. The returning officer shall publish notice of the result of the poll and of the names of the persons elected. He shall also forthwith transmit a copy of such notice to the Education Department, and shall keep the voting papers for six months.

23. The expenses of the election and of taking the poll shall be paid by the school board out of the school fund.

24. Notices and other matters required by these regulations to be published, shall be published in like manner as public notices are usually published in the parishes to which they relate.

F. R. SANDFORD,
Secretary.

FORM OF NOTICE.

Parish of

ELECTION of a SCHOOL BOARD.

Notice is hereby given—

1. That the first election of a school board for this parish will take place on the day of 187 .

2. That the number of persons to be elected as members of the school board is .

3. That any two ratepayers may nominate any one person of full age, but no more, as a candidate, by sending to or delivering at (*office or place to be specified*) a nomination paper.

The nomination paper must be dated and subscribed by the two ratepayers, and must contain the Christian names, surnames, places of abode, and descriptions of the subscribers, and of the candidate nominated.

No nomination paper will be received after four o'clock in the afternoon of the day of .

4. That public notice will be given of the list of candidates on or before the day of .

That any candidate may be withdrawn by delivering at (*office or place to be specified*), not later than four o'clock in the afternoon of the day of , a notice of withdrawal signed by the candidate and addressed to the returning officer.

5. Notice of the boundaries of the polling districts and of the number and situation of the polling places will be published on or before the day of .

Each voter must vote in the polling district in which the property in respect of which he is rated is situated, and if it is situate in more than one polling district, in any one of such polling districts.

6. That the poll will be open from a.m. till p.m.

7. Every ratepayer of the parish is entitled to vote in the election.

8. The voting shall be by an official voting paper which shall be in the following form, or in a form similar :—

OFFICIAL VOTING PAPER.

Christian Name, Surname, Description, and Place of Abode of each Candidate.	No. of Votes (if any) given to any Candidate must be entered opposite his Name.
A.	
B.	
C.	
&c.	

Name of voter

Street, lane, or place in which property for which the voter appears to be rated is situate.

Voting papers will be supplied at the polling places.

9. That in this parish each voter has votes, all of which he may give to one candidate, or he may distribute all or some of them among the candidates as he thinks fit.

Dated this day of 187 .

Returning Officer.

(*State office or address.*)

CIRCULAR to SCHOOL BOARDS calling for Reports on School Provision of their Districts.

SIR, Education Department, 1871.

THE Lords of the Committee of Council on Education are glad to be able to enter into direct communication with the school board of , as they are anxious to lose no time in inviting the attention of the board to the important duties which will at once devolve upon it.

Under ordinary circumstances, a school board would be formed for a district under section 10 of the Education Act, to supply a deficiency in school provision, which had been ascertained, after careful public inquiry, by their Lordships' officers. But in the present case the action of the Town Council has enabled my Lords to dispense with such an inquiry. The resolution which called for the formation of a school board shows that an earnest local desire is felt to put the provisions of the Education Act into force as soon as possible, with a view either to an immediate supply of a deficiency in the school provision of the borough, or to an improvement in the existing means of elementary education.

This resolution, however, and the election of the school board to which it led, do not supersede the necessity for the issue of a requisition from this department, setting forth the amount and description of the public school accommodation required for the district.

In order that they may make such requisition it is essential that my Lords should receive precise information as to—

(1.) The requirements of the borough in respect of public school accommodation;

(2.) The amount and character of the existing school provision; and

(3.) The manner in which those locally interested in the question wish that any ascertained deficiency should be met.

The object of the present communication, therefore, is to request that the Board will furnish this Department with full and accurate information upon each of these points. The local knowledge possessed by the members of the board, and the fact that they have been chosen to represent the views and interests of the borough in reference to elementary education, naturally point to their being asked to undertake this duty and my Lords have reason to hope that in inviting the co-operation of the board, they are not only taking the best means in their power for obtaining the information that is required, but are also entrusting to the board a task which they are both prepared and competent to discharge satisfactorily.

Members of the board are probably aware that a preliminary inquiry into the school provision of the borough has lately been made by the Town Council, in compliance with a request addressed to them from this department in the month of August last. I enclose copies of the letter, with its enclosure, then sent to the Town Council. This inquiry has now been completed in almost every borough in England and Wales.

My Lords propose to place in the hands of the school board the general return for the borough, and the special forms which have been or may still be sent in by the individual schools referred to in that return. Further inquiry may show that some few schools have not filled up the requisite forms; but it is believed that the inquiry made by the Town Council has been an exhaustive one, and the labours of the public officers of the borough, which my Lords desire to acknowledge, will probably save the board much time and trouble in this part of their duties.

My Lords would be glad to receive from the board, after they have carefully examined these returns, and after such further inquiry as they may find necessary, a report showing—

1. The number of children within the municipal limits for whom means of elementary education should be provided (*a*) between the ages of 3 and 5; and (*b*) between the ages of 5 and 13.
2. The provision to meet the requirements of these children, which the board considers to be (*a*) already supplied by efficient schools, or (*b*) likely to be supplied by schools either contemplated or in course of erection.
3. The deficiency (if any) in the supply of efficient elementary education for the borough as shown by comparing 1 and 2.
4. By means of what schools the board would propose to supply this deficiency.
5. The precise localities in which such schools will be needed.

This report should be supported by detailed information respecting the individual schools which the board take into account, either as efficient or otherwise. Separate schedules should, therefore, be carefully prepared and appended to the report, setting forth the name, description (whether for boys, girls, mixed, or infants), situation, superficial and cubical area (in school and class-rooms), and average attendance of each of the schools from which returns have been received, which the board propose to classify as—

I. Supplying efficient elementary education.

These schools should be arranged under the following heads :—

(*a.*) Schools now in receipt of annual grants from this Department.

(*b.*) Schools not receiving such grants, but which will be conducted as public elementary schools, and will seek annual aid.

(*c.*) Schools which will not seek annual aid.

(*d.*) Private adventure schools (to which no annual grants can be made).

II. *Not* supplying efficient education.

Under this head the board should point out the schools or buildings which, with improvements, might be recognised as efficient; and the steps recommended to be taken for making them so.

III. Required to complete the school supply of the borough.

It will necessarily take some time to obtain the information required for these returns, which, when sent to this Department, should be accompanied by a map of the borough, showing the position of each of the schools referred to in the schedules. The local knowledge, however, the number, and constitution of the board will enable them with the aid

of such assistants as they may employ for the purpose, to complete the inquiry now committed to them, at a much earlier date than if it were undertaken by the Education Department.

I am to remind you, in conclusion, that while my Lords are anxious to obtain the co-operation of the board, and to have the benefit of their suggestions as to the best means of supplying sufficient school accommodation for the borough, they are unable to divest themselves of the ultimate responsibility of determining and declaring the amount (if any) of the deficiency which will have to be met. They must, therefore, reserve to themselves the power of making such further inquiry as, on carefully considering the report and returns now called for, they may deem to be necessary; after which they will issue a requisition to the board, in accordance with the terms of the 12th section of the Act.

I have the honour to be, &c.

To the Chairman of
the School Board of

F. R. SANDFORD,
Secretary.

LIST of MUNICIPAL BOROUGHS in which SCHOOL BOARDS have been formed under Section XII. of The Elementary Education Act, 1870 (up to 21st June 1871).

County.	Municipal Boroughs.	County.	Municipal Boroughs.
Berkshire	Reading.	Lancashire	Liverpool.
Buckinghamshire	Chipping Wycombe.	"	Manchester.
Cheshire	Congleton.	"	Oldham.
"	Stalybridge.	"	Rochdale.
"	Stockport.	"	Salford.
Cornwall	Bodmin.	Leicester	Leicester.
"	Helston.	Monmouth	Newport.
"	Launceston.	Norfolk	Norwich.
Cumberland	Carlisle.	Northampton	Northampton.
Derby	Chesterfield.	Northumberland	Newcastle-on-Tyne.
"	Derby.	"	Tynemouth.
Devon	Barnstaple.	Nottingham	Newark.
"	Bideford.	"	Nottingham.
"	Dartmouth.	Oxford	Oxford.
"	Devonport.	Somerset	Bath.
"	Exeter.	"	Bridgwater.
"	Great Torrington.	"	Chard.
"	Plymouth.	"	Yeovil.
"	Totnes.	Staffordshire	Hanley.
Durham	Darlington.	"	Longton.
"	Durham.	"	Newcastle-under-Lyme.
"	Gateshead.		
"	Hartlepool.	"	Stafford.
"	South Shields.	"	Walsall.
"	Stockton-on-Tees.	"	Wolverhampton.
"	Sunderland.	Suffolk	Ipswich.
Gloucestershire	Bristol.	Sussex	Brighton.
Hampshire	Portsmouth.	"	Hastings.
"	Ryde.	"	Rye.
"	Southampton.	Warwick	Birmingham.
Kent	Canterbury.	"	Coventry.
"	Maidstone.	Wilts	Salisbury.
"	Rochester.	Westmorland	Kendal.
Lancashire	Ashton-under-Lyne.	Worcester	Dudley.
"	Blackburn.	"	Kidderminster.
"	Bolton.	"	Worcester.
"	Bootle-cum-Linacre.	Yorkshire	Barnsley.
"	Burnley.	"	Batley.

County.	Municipal Boroughs.	County.	Municipal Boroughs.
Yorkshire	Bradford.	Anglesey	Beaumaris.
,,	Dewsbury.	Brecon	Brecon.
,,	Halifax.	Cardigan	Aberystwith.
,,	Huddersfield.	,,	Cardigan.
,,	Kingston-on-Hull.	Carmarthen	Carmarthen.
,,	Leeds.	Carnarvon	Carnarvon.
,,	Middlesborough.	,,	Pwllheli.
,,	Scarborough.	Denbigh	Wrexham.
,,	Sheffield.	Glamorgan	Swansea.
,,	Wakefield.	Pembroke	Haverfordwest.
		,,	Pembroke.

PARISHES to which ORDERS have been issued for the ELECTION of SCHOOL BOARDS under Section XII. of The Elementary Education Act, 1870 (up to 21st June 1871).

County.	Parish.	County.	Parish.
Bedford	Sharnbrook.	Lincoln	Belchford.
Bucks	Hanslope.	,,	Crowle.
,,	Linslade.	,,	Sutton, St. Mary.
Cambridge	March.	Monmouth	Bedwellty.
,,	Soham.	,,	Llanfihangel.
Chester	Dukinfield.	,,	Llanbarnam.
Cornwall	St. Agnes.	,,	Llanorechva, Lower.
,,	St. Austell.	,,	Llanorechva, Upper.
,,	St. Blazey.	,,	Mynyddyslwyn.
,,	Breage.	Norfolk	Attleborough.
,,	East Looe.	,,	Downham Market.
,,	Gulval.	,,	Hockham.
,,	Illogan.	,,	Kenninghall.
,,	Saltash.	,,	North Walsham.
,,	St. Stythians.	Northampton	Bozeat.
Cumberland	Dearham.	,,	Higham Ferrers.
,,	Hulme St. Cuthbert.	,,	Wellingborough.
Derby	Dronfield.	Northumberland	Haltwhistle.
,,	Eckington.	Nottingham	Balderton.
,,	Shirland and Higham.	,,	Hucknall Torkard.
Devon	Buckfastleigh.	,,	Keyworth.
,,	Chulmleigh.	,,	Misterton.
,,	Dunsford.	,,	Ordsall.
,,	Drewsteignton.	,,	Sutton-in-Ashfield.
,,	Halberton.	,,	Willoughby-on-the-Wolds.
,,	Plymstock.	Somerset	Milverton.
,,	St. Thomas.	,,	Stoke St. Michael.
Durham	Hedworth, Monkton, and Jarrow.	,,	Wincanton.
,,	Witton-le-Wear.	Stafford	West Bromwich.
Essex	Chigwell.	,,	Kingswinford.
,,	Heybridge.	,,	Kinver.
,,	West Ham.	,,	Stoke-on-Trent.
Hants	Newchurch.	,,	Tipton.
Hertfordshire	Berkhampsted, St. Peter.	,,	Wednesbury.
Kent	Boughton Monchelsea.	Suffolk	Bacton.
,,	Erith.	,,	Glemsford.
,,	Headcorn.	,,	Mildenhall.
Lancashire	Prescot.	Surrey	Croydon.
		,,	Mitcham.

County.	Parish.
Sussex	South Bersted.
"	Hollington.
Wilts	Box.
Yorkshire	Allerton.
"	Carleton (in Skipton).
"	Castleford.
"	Conisbrough.
"	Cowling.
"	Great Driffield.
"	Drighlington.
"	Eccleshill.
"	Eston.
"	Gildersome.
"	Glusburn.
"	Heckmondwike.
"	High and Low Bishopside.
"	Menwith with Darley.
"	Shelley.
"	Soothill.
"	Stainland with Old Lindley.
"	Sutton-in-Keighley.
"	Thornaby.
"	Thornton.
"	Wombwell.
Anglesey	Bodedern.
"	Llanfaelog.
"	Llanddyfnan.
"	Llanfairmatha farneithaf.
"	Llanrhyddlad.
"	Llangoed.
"	Llanfihangel Esgeifiog.
"	Llanfair Pwllgwyngyll.
"	Llechylched.
"	Pentraeth.
Brecon	Llangunider.
"	Lanelly.
"	Llangattock.
"	Penderyn.
"	Vaynor.
"	Ystradgunlais, Lower.
Cardigan	Llanarth.
"	Llanllwchaiarn.
"	Llanfihangel Croyddin, Upper.
"	Nantcwnlle.
"	Penbryn.
"	Trefeirig.
Carmarthen	Cilrhedyn.
"	Llanelly.
"	Llansadwrn.
"	Llannon.
"	Llansawel.
"	Llanybyther.
"	Pembrey.
Carmarthen	Talley.
"	Treleachar Bettws.
Carnarvon	Beddgelert.
"	Criccieth.
"	Llandeiniolen.
"	Llandwrog.
"	Llanllyfni.
"	Llanrug.
"	Llangybi.
"	Llanwnda.
"	Llanbeblig.
"	Llanberis.
"	Llanaelhaiarn.
Denbigh	Bersham.
"	Broughton.
"	Brymbo.
"	Glynbraian.
"	Llanarmon yn Yale.
"	Llangollen.
"	Llangwm.
"	Llanrwst.
"	Llansantffraid glyn ceriog.
"	Ruabon.
Flint	Hope.
Glamorgan	Aberdare.
"	Britonferry.
"	Eglwysilan.
"	Gellygaer.
"	Killybebill.
"	Llantwitvairdre.
"	Llanwonno.
"	Llantrissant.
"	Mawr.
"	Merthyr Tydfi.
Merioneth	Festiniog.
"	Llanfor.
"	Llanaber.
"	Llanycil.
"	Llandderfel.
"	Llandrillo.
"	Dolgelly.
Montgomery	Carno.
"	Llandinam.
"	Llangirrig.
"	Llanidloes.
"	Llanllwchaiarn.
"	Newtown.
"	Trefeglwys.
Pembroke	Brawdy.
"	Clydey.
"	St. David's.
"	Lampeter Velfrey.
"	Llanwnda.
"	Llanstadwell.
"	Narberth (North).
"	Newport.
Radnor	Llananno.
"	Llanbadarn Fynydd.
"	Llanbister and Cardogen.

BYELAWS OF SCHOOL BOARDS AS TO ATTENDANCE OF CHILDREN AT SCHOOL.

(Copied from the London Gazette of 30 June 1871.)

At the Court at Windsor, the 29th day of June 1871.

PRESENT,

The QUEEN'S most Excellent Majesty in Council.

Whereas the School Board of Liverpool, appointed under "The Elementary Education Act, 1870," have, in virtue of the powers conferred upon them by the 74th section of that Act, with the approval of the Education Department, made certain byelaws, bearing date the fourteenth day of June one thousand eight hundred and seventy-one, numbered 1.

And whereas all the conditions in regard to the said byelaws, which are required to be fulfilled by the said Act, have been fulfilled, and the said byelaws have been submitted for the sanction of Her Majesty in Council: Now, therefore, Her Majesty, having taken the said byelaws (copy whereof is hereunto annexed) into consideration, is pleased, by and with the advice of Her Privy Council, to declare, and doth hereby declare, Her sanction of the same.

ARTHUR HELPS.

Byelaws referred to in the foregoing Order.

THE ELEMENTARY EDUCATION ACT, 1870.

Borough of Liverpool.

BYELAWS OF THE LIVERPOOL SCHOOL BOARD.

Recital of 74th Section of Education Act, authorising School Boards to make Byelaws as to attendance at School.

Whereas by the 74th section of the Elementary Education Act, 1870, it is enacted that every school board may, from time to time, with the approval of the Education Department, make byelaws for all or any of the following purposes:—

1. Requiring the parents of children of such age, not less than five years nor more than thirteen years, as may be fixed by the byelaws, to cause such children (unless there is some reasonable excuse) to attend school.
2. Determining the time during which children are so to attend school, provided that no such byelaw shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which his parent belongs, or shall be contrary to anything contained in any Act for regulating the education of children employed in labour.
3. Providing for the remission or payment of the whole or any part of the fees of any child, where the parent satisfies the school board that he is unable from poverty to pay the same.
4. Imposing penalties for the breach of any byelaws.
5. Revoking or altering any byelaws previously made.

Provided, that any byelaw under this section requiring a child between ten and thirteen years of age to attend school, shall provide for the total or partial exemption of such child from the obligation to

attend school if one of Her Majesty's inspectors certifies that such child has reached a standard of education specified in such byelaw.

Reasonable Excuses for Non-attendance.

And by the said 74th section it is further enacted, that any of the following reasons shall be a reasonable excuse, namely :—

1. That the child is under efficient instruction in some other manner.
2. That the child has been prevented from attending school by sickness or any unavoidable cause.
3. That there is no public elementary school open which the child can attend, within such distance, not exceeding three miles, measured according to the nearest road from the residence of such child, as the byelaws may prescribe.

Penalties for Breach of Byelaws.

And by the said 74th section it is further enacted, that any proceeding to enforce any byelaw may be taken, and any penalty for the breach of any byelaw may be recovered in a summary manner; but no penalty imposed for the breach of any byelaw shall exceed such amount as with the costs will amount to 5*s*. for each offence, and such byelaws shall not come into operation until they have been sanctioned by Her Majesty in Council.

Recital of Section 17, *Providing for Payment of School Fees to School Board, and for Remission of Fees in Case of Poverty.*

And whereas by the 17th section of the said Act it is enacted that every child attending a school provided by any school board, shall pay such weekly fee as may be prescribed by the school board, with the consent of the Education Department; but the school board may, from time to time for a renewable period not exceeding six months, remit the whole or any part of such fee in the case of any child when they are of opinion that the parent of such child is unable from poverty to pay the same, but such remission shall not be deemed to be parochial relief given to such parents.

Recital of Section 25, *authorising School Board to pay School Fees in Case of Poverty.*

And whereas by the 25th section of the said Act it is enacted, that the school board may, if they think fit, from time to time for a renewable period not exceeding six months, pay the whole or any part of the school fees payable at any public elementary school by any child resident in their district, whose parent is, in their opinion, unable from poverty to pay the same, but no such payment shall be made or refused on condition of the child attending any public elementary school other than such as may be selected by the parent; and such payment shall not be deemed to be parochial relief given to such parent.

Recital of Section 26, *authorising the Establishment of Free Schools in Special Cases.*

And whereas by the 26th section of the said Act it is enacted, that if a school board satisfy the Education Department that, on the ground of the poverty of the inhabitants of any place in their district, it is expedient for the interests of education to provide a school at which no fees shall be required from the scholars, the board may, subject to such rules and conditions as the Education Department may prescribe, provide such school, and may admit scholars to such school without requiring any fee.

Recital of Section 36, authorising School Board to appoint Officers to enforce Attendance at School.

And whereas by the 36th section of the said Act it is enacted, that every school board may, if they think fit, appoint an officer or officers to enforce any byelaws under this Act with reference to the attendance of children at school, and to bring children who are liable under the Industrial Schools Act, 1866, to be sent to a certified industrial school, before two justices, in order to their being so sent, and any expenses incurred under this section may be paid out of the school fund.

Recital of Election of School Board.

And whereas, in pursuance of a requisition sent by the Education Department to the mayor of the borough of Liverpool, in the county of Lancaster, a school board for the district of the said borough was duly elected on the 25th day of November 1870.

Now, at a meeting of the school board of the said borough of Liverpool, held at the municipal buildings, Dale Street, in the said borough of Liverpool on Monday the 12th day of June 1871, at which meeting a quorum of the members of such board are present, the said board do hereby, in pursuance of the aforesaid powers, and subject to the approval of the Education Department, make and ordain the following byelaws:—

Interpretation Terms.

1. The term "Education Department" means "the Lords of the Committee of the Privy Council on Education."

The term "Her Majesty's Inspectors" means "the Inspectors of "schools appointed by Her Majesty on the recommendation of the "Education Department."

The term "borough of Liverpool," or "borough," means "the municipal "borough of Liverpool, as enlarged and extended by the Act for "the regulation of municipal corporations in England and Wales," and includes any future enlargement or extension of such municipal borough.

The term "school board," or "board," means "the school board of "the district comprising the borough of Liverpool."

The term "school," or "public elementary school," means a public elementary school as defined by the said Act, and includes a free school but not an industrial school.

The term "school managers" means a body of managers appointed by the board, pursuant to the 15th section of the said Act.

The term "officer" means an officer appointed by the board, pursuant to the 36th section of the said Act.

The term "parent" includes guardian, and every person who is liable to maintain or has the actual custody of any child, but does not include the mother of a child when the father is living, and is residing within the borough.

Requiring Parents to cause Children to attend School.

2. Subject to the provisions of the Elementary Education Act, 1870, and of the byelaws, the parent of every child not less than five years of age, nor more than 13 years of age, residing within the district of the said borough, shall cause such child to attend school within the said borough.

Determining Time during which Children shall attend School. See Sec. 7 (Sub-sec. 2).

3. The time during which every child shall attend school shall be the whole time for which the school shall be open for the instruction of children of similar age, provided that nothing herein contained shall prevent the withdrawal by the parent of any child during the time or times in which any religious observance is practised, or instruction in religious subjects is given, and that no child shall be required—

(*a.*) To attend school on any day exclusively set apart for religious observance by the religious body to which his or her parent belongs.

(*b.*) To attend school on Sunday, Christmas Day, Good Friday, or any day set apart for a day of public fast or thanksgiving, or on Saturday after twelve o'clock at noon.

Sec. 76.

(*c.*) To attend school on any day fixed for the inspection of the school, and the examination of the scholars therein, in respect of religious subjects, if the child has been withdrawn by his or her parent from any religious observance or instruction in religious subjects in such school.

Provided also that any requirement herein contained shall not be held or construed to apply to any child employed in labour, and receiving instruction in conformity with the provisions of the Factory Acts, or of the Workshop Regulation Act, 1867.

Proviso for total or partial Exemption from Attendance, if Child has reached certain Standard.

4. In case one of Her Majesty's Inspectors of schools shall certify that any child between 10 and 13 years of age has reached the 5th Standard of education mentioned in the Revised Code of Regulations of the Education Department, made on the 7th day February 1871, such child shall be totally exempt from the obligations to attend school, and any such child who has been so certified to have reached the 4th Standard of education, mentioned in the said code, shall be exempt from the obligation to attend school more than 15 hours in any one week.

Defining reasonable Excuse for Non-attendance.

5. A child shall not be required to attend school—

(*a.*) If such child is under efficient instruction in some other manner.

(*b.*) If such child has been prevented from attending school by sickness, or any unavoidable cause.

(*c.*) If there is no public Elementary School which such child can attend within one mile—measured according to the nearest road from the residence of such child.

Providing for remission or payment of School fees in case of Poverty.

6. If the parent of any child satisfies the school board that the reason that his or her child does not attend school, is that he or she is unable, from poverty, to pay the school fees of such child, the school board, in the case of a school provided by the board, will remit, and in the case of any other school will pay, the whole or such part of the fees as, in the opinion of the board, the parent is unable to pay, for a renewable period, to be fixed by the board, not exceeding six calendar months, provided that the amount of fees to be remitted or paid shall

not exceed either the ordinary payment at the school selected by the parent, or the following scale :—

For any child under eight years of age, 3*d.* per week.

For any child exceeding eight years of age and under ten, 4*d.* per week.

For any child exceeding ten years of age, 6*d.* per week.

Requiring Notice to Parent to cause Child to attend School.

7. An officer may visit the parent of any child who, according to his information and belief, is not attending school, or under efficient instruction, and may then, or at a subsequent time, serve upon such parent a notice in the form or to the effect prescribed in the schedule to these byelaws; and, unless the parent object, the officer shall read over and explain such notice, and the consequences of neglecting to comply therewith, to the parent at the time of service.

Requiring Particulars of Notices to be recorded.

8. The particulars of each notice served upon parents shall be recorded by the officer serving the same in a book to be provided by the board, which shall be laid before the board at each ordinary meeting.

Prohibiting Officers from disclosing Information.

9. An officer shall not disclose the fact of service of any such notice, or any information relating thereto, to any person not a member or officer of the board, or manager or principal teacher of a school.

Providing that no Proceeding be taken until after Fourteen Days from Service.

10. No proceeding against any parent for breach of these byelaws, or any of them, shall be taken until after the expiration of 14 days from the service of the notice prescribed by byelaw No. 7, nor until such parent has had an opportunity of attending a meeting of the board, or of a committee thereof, or of the managers of a school, to state his or her reasons for not complying with the said notice.

Penalty for Breach of Byelaws.

11. Any person committing a breach of these byelaws, or any of them, shall be subject to a penalty not exceeding two shillings and sixpence, provided that all breaches of these byelaws by a parent in one and the same week shall be deemed one offence, and that no penalty imposed for the breach of any byelaw shall exceed such a sum as with the costs will amount to five shillings for each offence.

Date on which Byelaws shall come into operation.

12. These byelaws shall take effect from and after the day on which the same shall be sanctioned by Order in Council.

Sealed with the corporate seal of the school board of the borough of Liverpool, this 14th day of June, A.D. 1871. L.S.

CHRISTR. BUSHELL, Chairman.
EDWARD W. B. M. HANCE, Clerk.

Education Department,
26th June 1871.

Approved,
F. R. SANDFORD, Secretary.

[SCHEDULE.]

FORM OF NOTICE.

Notice to attend School.

To Mr.

Take notice, that you are required, within 14 days from the service hereof, to cause your child [*A.B.*] who is now between 5 and 13 years of age, to attend and continue to attend an elementary school.

Dated this day of A.D. 1871.

[*C.D.*],

Offices of the School Board, Municipal Buildings, Dale Street, Liverpool. Clerk to the School Board.

The officer serving this notice will explain the same, and the consequences of refusing to comply therewith, and will also give you any information relating thereto, or to the schools which your child may attend.

The officer will not disclose the fact of your having been served with this notice, or any information relating thereto, to any person other than a member of the board or a school manager, or the principal teacher of a school.

If you do not comply with this notice, and wish to give any reason or explanation for not doing so, you are invited to attend a meeting of the school board, or of a committee thereof, or of school managers appointed by the board, to be held in the on the day of 187 , between and o'clock in the ; and before any proceedings are taken against you full consideration will be given by the board to any statement you may think fit to make at such meeting, or to the officer serving this notice.

At the Court at Windsor, the 29th day of June 1871.

PRESENT,

The QUEEN'S most Excellent Majesty in Council.

Whereas the school board of Bootle-cum-Linacre, appointed under "The Elementary Education Act, 1870," have, in virtue of the powers conferred upon them by the 74th section of that Act, with the approval of the Education Department, made certain byelaws, bearing date the sixteenth of March one thousand eight hundred and seventy-one, numbered II.

And whereas all the conditions in regard to the said byelaws, which are required to be fulfilled by the said Act, have been fulfilled, and the said byelaws have been submitted for the sanction of Her Majesty in Council: Now, therefore, Her Majesty, having taken the said byelaws (copy whereof is hereunto annexed) into consideration, is pleased, by and with the advice of Her Privy Council, to declare, and doth hereby declare, Her sanction of the same.

ARTHUR HELPS.

Byelaws referred to in the foregoing Order.

THE ELEMENTARY EDUCATION ACT, 1870.

Borough of Bootle-cum-Linacre.

BYELAWS OF THE BOOTLE-CUM-LINACRE SCHOOL BOARD.

Recital of 74th Section of Education Act, authorising School Boards to make Byelaws as to Attendance at School.

Whereas by the 74th section of the Elementary Education Act, 1870, it is enacted that every school board may, from time to time, with

the approval of the Education Department, make byelaws for all or any of the following purposes :—

1. Requiring the parents of children of such age, not less than five years nor more than thirteen years, as may be fixed by the byelaws, to cause such children (unless there is some reasonable excuse) to attend school.
2. Determining the time during which children are so to attend school, provided that no such byelaw shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which his parents belong, or shall be contrary to anything contained in any Act for regulating the education of children employed in labour.
3. Providing for the remission or payment of the whole or any part of the fees of any child, where the parent satisfies the school board that he is unable from poverty to pay the same.
4. Imposing penalties for the breach of any byelaws.
5. Revoking or altering any byelaws previously made.

Provided, that any byelaw under this section requiring a child between ten and thirteen years of age to attend school, shall provide for the total or partial exemption of such child from the obligation to attend school if one of Her Majesty's Inspectors certifies that such child has reached a standard of education specified in such byelaw.

Reasonable Excuses for Non-attendance.

And by the said 74th section it is further enacted, that any of the following reasons shall be a reasonable excuse, namely :—

1. That the child is under efficient instruction in some other manner.
2. That the child has been prevented from attending school by sickness or any unavoidable cause.
3. That there is no public elementary school open which the child can attend, within such distance, not exceeding three miles, measured according to the nearest road from the residence of such child, as the byelaws may prescribe.

Penalties for Breach of Byelaws.

And by the said 74th section it is further enacted, that any proceeding to enforce any byelaw may be taken, and any penalty for the breach of any byelaw may be recovered in a summary manner; but no penalty imposed for the breach of any byelaw shall exceed such amount as with the costs will amount to five shillings for each offence, and such byelaws shall not come into operation until they have been sanctioned by Her Majesty in Council.

Recital of Section 17, providing for Payment of School Fees to School Board, and for Remission of Fees in case of Poverty.

And whereas by the 17th section of the said Act it is enacted, that every child attending a school provided by any school board shall pay such weekly fee as may be prescribed by the school board, with the consent of the Education Department; but the school board may, from time to time, for a renewable period not exceeding six months, remit the whole or any part of such fee in the case of any child when they are of opinion that the parent of such child is unable from poverty to pay the same, but such remission shall not be deemed to be parochial relief given to such parent.

Recital of Section 25, authorising School Board to pay School Fees in case of Poverty.

And whereas by the 25th section of the said Act it is enacted, that the school board may, if they think fit, from time to time, for a renewable period not exceeding six months, pay the whole or any part of the school fees payable at any public elementary school by any child resident in their district whose parent is in their opinion unable from poverty to pay the same; but no such payment shall be made or refused on condition of the child attending any public elementary school other than such as may be selected by the parent; and such payment shall not be deemed to be parochial relief given to such parent.

Recital of Section 26, authorising the establishing of Free Schools in special Cases.

And whereas by the 26th section of the said Act it is enacted, that if a school board satisfy the Education Department that, on the ground of the poverty of the inhabitants of any place in their district, it is expedient for the interests of education to provide a school at which no fees shall be required from the scholars, the board may, subject to such rules and conditions as the Education Department may prescribe, provide such school, and may admit scholars to such school without requiring any fee.

Recital of Section 36, authorising School Board to appoint Officers to enforce Attendance at School.

And whereas by the 36th section of the said Act it is enacted, that every school board may, if they think fit, appoint an officer or officers to enforce any byelaws under this Act, with reference to the attendance of children at school, and to bring children who are liable under the Industrial Schools Act, 1866, to be sent to a certified industrial school, before two justices, in order to their being so sent, and any expenses incurred under this section may be paid out of the school fund.

Recital of Election of School Board.

And whereas, in pursuance of a requisition sent by the Education Department to the mayor of the borough of Bootle-cum-Linacre, in the county of Lancaster, a school board for the district of the said borough was duly elected on the 30th day of November 1870.

Now at a meeting of the school board of the said borough of Bootle-cum-Linacre, held at the municipal offices in the said borough of Bootle-cum-Linacre, on Thursday the 16th day of March 1871, at which meeting a quorum of the members of such board are present, the said board do hereby, in pursuance of the aforesaid powers, and subject to the approval of the Education Department, make and ordain the following byelaws:—

Interpretation Terms.

1. The term "Education Department" means "The Lords of the "Committee of the Privy Council on Education."

The term "Her Majesty's Inspectors" means "the inspectors of "schools appointed by Her Majesty on the recommendation of the "Education Department."

The term "borough of Bootle-cum-Linacre," or "borough," means "the municipal borough of Bootle-cum-Linacre," as defined and set forth in the charter of incorporation of the said borough, and includes any future enlargement or extension of such municipal borough.

The term "school board" or "board" means "the school board of "the district comprising the borough of Bootle-cum-Linacre."

The term "school," or "public elementary school," means a public elementary school as defined by the said Act, and includes a free school but not an industrial school.

The term "school managers" means a body of managers appointed by the board, pursuant to the 15th section of the said Act.

The term "officer" means an officer appointed by the board, pursuant to the 36th section of the said Act.

The term "parent" includes guardian and every person who is liable to maintain or has the actual custody of any child, but does not include the mother of a child when the father is living and is residing within the borough.

Requiring Parents to cause Children to attend School.

2. Subject to the provisions of the Elementary Education Act, 1870, and of these byelaws, the parent of every child not less than five years of age, nor more than thirteen years of age, residing within the district of the said borough, shall cause such child to attend school.

Determining Time during which Children shall attend School. See Section 7 (Sub-section 2).

3. The time during which every child shall attend school shall be the whole time for which the school shall be open for the instruction of children of similar age, provided that nothing herein contained shall prevent the withdrawal by the parent of any child during the time or times in which any religious observance is practised, or instruction in religious subjects is given, and that no child shall be required—.

(*a.*) To attend school on any day exclusively set apart for religious observance by the religious body to which his or her parent belongs:

(*b.*) To attend school on Sunday, Christmas Day, Good Friday, or any day set apart for a day of public fast or thanksgiving, or on Saturday after twelve o'clock at noon.

Section 76.

(*c.*) To attend school on any day fixed for the inspection of the school, and the examination of the scholars therein, in respect of religious subjects, if the child has been withdrawn by his or her parent from any religious observance or instruction in religious subjects in such school.

Provided also that any requirement herein contained shall not be held or construed to apply to any child employed in labour, and receiving instruction in conformity with the provisions of the Factory Acts, or of the Workshop Regulation Act, 1867.

Proviso for total or partial Exemption from Attendance, if Child has reached certain Standard.

4. In case one of Her Majesty's Inspectors of schools shall certify that any child between ten and thirteen years of age has reached the 5th Standard of education mentioned in the Revised Code of Regulations of the Education Department, made on the 7th day of February 1871, such child shall be totally exempt from the obligation to attend school, and any such child who has been so certified to have reached the 4th Standard of education mentioned in the said Code, shall be exempt from the obligation to attend school more than fifteen hours in any one week.

Defining reasonable Excuse for Non-Attendance.

5. A child shall not be required to attend school—

(*a.*) If such child is under efficient instruction in some other manner:

(*b.*) If such child has been prevented from attending school by sickness or any unavoidable cause:

(*c.*) If there is no public elementary school which such child can attend within one mile—measured according to the nearest road from the residence of such child.

Providing for remission or payment of School Fees in case of Poverty.

6. Where the parent of any child attending any school which is not a free school satisfies the school board that he is unable, from poverty, to pay the whole or some part of the school fees of such child, the school board in the case of a school provided by the board, will remit, and in the case of any other school, will pay the whole or such part of the fees as, in the opinion of the board, the parent is unable to pay, for a renewable period to be fixed by the board, not exceeding six calendar months, provided that the amount of fees to be remitted or paid shall not exceed the following scale:—

For any child under eight years of age, 3*d.* per week.

For any child exceeding eight years of age and under ten, 4*d.* per week.

For any child exceeding ten years of age, 6*d.* per week.

Requiring notice to Parent to cause Child to attend School.

7. An officer may visit the parent of any child, who, according to his information and belief, is not attending school, or under efficient instruction, and may then, or at a subsequent time, serve upon such parent a notice in the form or to the effect prescribed in the schedule to these byelaws; and unless the parent object, the officer shall read over and explain such notice, and the consequences of neglecting to comply therewith, to the parent at the time of service.

Requiring particulars of Notices to be recorded.

8. The particulars of each notice served upon parents shall be recorded by the officer serving the same in a book to be provided by the board, which shall be laid before the board at each ordinary meeting.

Prohibiting Officers from disclosing Information.

9. An officer shall not disclose the fact of service of any such notice, or any information relating thereto, to any person not a member or officer of the board, or a manager or principal teacher of a school.

Providing that no Proceeding be taken until after Fourteen Days from Service.

10. No proceeding against any parent for breach of these byelaws, or any of them, shall be taken until after the expiration of fourteen days from the service of the notice prescribed by byelaw No. 7, nor until such parent has had an opportunity of attending a meeting of the board, or of a committee thereof, or of the managers of a school to state his or her reasons for not complying with the said notice.

Penalty for breach of Byelaws.

11. Any person committing a breach of these byelaws, or any of them, shall be subject to a penalty not exceeding 2*s.* 6*d.*, provided that all

breaches of these byelaws by a parent in one and the same week shall be deemed one offence, and that no penalty imposed for the breach of any byelaw shall exceed such a sum as with the costs will amount to 5*s.* for each offence.

Date on which Byelaws shall come into operation.

12. These byelaws shall take effect from and after the day on which the same shall be sanctioned by Order in Council.

Sealed with the corporate common seal of the school board of the borough of Bootle-cum-Linacre, this 16th day of March, A.D. 1871. L.S.

Sealed in the presence of—

JNO. CUMMING, Chairman.
THOS. D. PIERCE, Clerk.

Approved,
F. R. SANDFORD, Secretary.

Education Department,
26th June 1871.

[SCHEDULE.]

FORM OF NOTICE.

BOROUGH OF BOOTLE-CUM-LINACRE.

Notice to attend School.

To

Take notice, that you are required, within fourteen days from the service hereof, to cause your child [*A.B.*] who is now between five and thirteen years of age, to attend and continue to attend an elementary school.

Dated this day of , A.D. 1871.

[*C.D.*]
Clerk to the School Board.

Offices of the School Board,
80, Merton Road.

The officer serving this notice will explain the same, and the consequences of refusing to comply therewith, and will also give you any information relating thereto, or to the schools which your child may attend.

The officer will not disclose the fact of your having been served with this notice, or any information relating thereto, to any person other than a member of the board or a school manager, or the principal teacher of a school.

If you do not comply with this notice, and wish to give any reason or explanation for not doing so, you are invited to attend a meeting of the school board, or of a committee thereof, or of school managers appointed by the board, to be held in the on the day of 187 , between and o'clock in the ; and before any proceedings are taken against you, full consideration will be given by the board to any statement you may think fit to make at such meeting, or to the officer serving this notice.

At the Court at Windsor, the 29th day of June 1871.

PRESENT,

The QUEEN's most Excellent Majesty in Council.

Whereas the School Board of Stockport, appointed under "The Elementary Education Act, 1870," have, in virtue of the powers conferred upon them by the 74th section of that Act, with the approval of the Education Department, made certain byelaws, bearing date the twentieth day of April one thousand eight hundred and seventy-one, numbered III.

And whereas all the conditions in regard to the said byelaws which are required to be fulfilled by the said Act have been fulfilled, and the said byelaws have been submitted for the sanction of Her Majesty in Council: Now, therefore, Her Majesty, having taken the said byelaws (copy whereof is hereunto annexed) into consideration, is pleased by and with the advice of Her Privy Council, to declare and doth hereby declare, Her sanction of the same.

ARTHUR HELPS.

Byelaws referred to in the foregoing Order.

THE ELEMENTARY EDUCATION ACT, 1870.

Borough of Stockport.

BYELAWS OF THE STOCKPORT SCHOOL BOARD.

Whereas, in pursuance of a requisition sent by the Education Department to the mayor of the borough of Stockport, in the several counties of Chester and Lancaster, a school board for the district of the said borough was duly elected on the 1st day of December 1870.

Now, at a meeting of the school board of the said borough of Stockport, held at Stockport in the said borough, on Thursday the 23rd day of March 1871, at which meeting a quorum of the members of such board are present, the said board do hereby, in pursuance of the aforesaid powers, and subject to the approval of the Education Department, make and ordain the following byelaws, in which:—

1. The term "Education Department" means "the Lords of the "Committee of the Privy Council on Education."

The term "Her Majesty's Inspectors" means "the inspectors of "Schools appointed by Her Majesty on the recommendation of the "Education Department."

The term "borough of Stockport," or "borough," means "the municipal "borough of Stockport as enlarged and extended by the Act for the "regulation of Municipal Corporations in England and Wales," and includes any future enlargement or extension of such municipal borough.

The term "school board" or "board," means "the school board of "the school district of the borough of Stockport."

The term "school," or "public elementary school," means a public elementary school as defined by the said Act, and includes a free school but not an industrial school.

The term "school managers" means a body of managers appointed by the board, pursuant to the 15th section of the said Act.

The term "officer" means an officer appointed by the board, pursuant to the 36th section of the said Act.

The term "parent" includes guardian and every person who is liable to maintain or has the actual custody of any child, but does not include

the mother of a child when the father is living, and is residing within the borough.

2. Subject to the provisions of the Elementary Education Act, 1870, and of these byelaws, the parent of every child not less than five years of age, nor more than 13 years of age, residing within the district of the said borough, shall cause such child to attend school, unless there is some reasonable excuse.

3. The time during which every child shall attend school shall be the whole time for which the school shall be open for the instruction of children of similar age, provided that nothing herein contained shall prevent the withdrawal by the parent of any child during the time or times in which any religious observance is practised, or instruction in religious subjects is given, and that no child shall be required—

(*a.*) To attend school on any day exclusively set apart for religious observance by the religious body to which his or her parent belongs.

(*b.*) To attend school on Sunday, Christmas Day, Good Friday, or any day set apart for a day of public fast or thanksgiving, or on Saturday after 12 o'clock at noon.

(*c.*) To attend school on any day fixed for the inspection of the school, and the examination of the scholars therein, in respect of religious subjects, if the child has been withdrawn by his or her parent from any religious observance or instruction in religious subjects in such school.

Provided also, that any requirement herein contained shall not be held or construed to apply to any child employed in labour, and receiving instruction in conformity with the provisions of the Factory Acts, or of any Act for regulating the education of children employed in labour.

4. In case one of Her Majesty's Inspectors of schools shall certify that any child between 10 and 13 years of age has reached the 5th Standard of education mentioned in the Revised Code of Regulations of the Education Department, made on the 7th day of February 1871, such child shall be totally exempt from the obligation to attend school, and any such child who has been so certified to have reached the 4th Standard of education mentioned in the said Code, shall be exempt from the obligation to attend school more than 15 hours in any one week.

5. A child shall not be required to attend school—

(*a.*) If such child is under efficient instruction in some other manner.

(*b.*) If such child has been prevented from attending school by sickness, or any unavoidable cause.

(*c.*) If there is no public elementary school open which such child can attend within one mile—measured according to the nearest road from the residence of such child.

6. Where the parent of any child attending any school which is not a free school, satisfies the school board that he is unable from poverty to pay the whole or some part of the school fees of such child, the school board in the case of a school provided by the board may remit, and in the case of any other school, may pay the whole or such part of the fees as in the opinion of the board the parent is unable to pay, for a renewable period to be fixed by the board not exceeding six calendar months.

7. An officer may visit the parent of any child who, according to his information and belief is not attending school, or under efficient instruction, and may then or subsequently serve upon such parent, either personally or by leaving the same at his or her last known place of abode, a notice in the form or to the effect prescribed in the schedule to these byelaws.

8. The particulars of each notice served upon parents shall be recorded by the officer serving the same, in a book to be provided by the board, which shall be laid before the board at each ordinary meeting.

9. No proceeding against any parent for breach of these byelaws or any of them, shall be taken until after the expiration of 14 days from the service of the notice prescribed by byelaw No. 7, nor until such parent has had an opportunity of attending a meeting of the board, or of a committee thereof, or of the school managers, to state his or her reasons for not complying with the said notice.

10. Any person committing a breach of these byelaws or any of them, shall be subject to a penalty not exceeding 5*s.*, including costs, provided that all breaches of these byelaws by a parent in one and the same week shall be deemed one offence.

11. These byelaws shall take effect from and after the day on which the same shall be sanctioned by Order in Council.

[SCHEDULE.]

FORM OF NOTICE.

SCHOOL BOARD OF THE BOROUGH OF STOCKPORT.

Notice to attend School.

To Mr.

Take notice, that you are required within 14 days from the service thereof, to cause your child [*A.B.*] who is now between 5 and 13 years of age, to attend and continue to attend an elementary school.

Dated this day of A.D. 18 .

[*C.D.*,]
Clerk of the School Board.

Offices of the School Board.

If you do not comply with this notice, and wish to give any reason or explanation for not doing so, you are required to attend a meeting of the school board [or of a committee thereof, or of school managers appointed by the board], to be held in the on the day of 18 , between and o'clock in the noon; and before any legal proceedings are taken against you, full consideration will be given by the board to any statement or excuse you may think fit to make at such meeting, or to the officer serving this notice.

Sealed with the corporate seal of the school board of the borough of Stockport, this 20th day of April 1871. L.S.

S. W. WILKINSON, Chairman.

The corporate seal of the said board was affixed in the presence of

AUG. FOS. VAUGHAN, Clerk.

Education Department,
26th June 1871.

Approved,
F. R. SANDFORD, Secretary.

MINUTES, INSTRUCTIONS, &c.

MINUTE ESTABLISHING A NEW CODE OF REGULATIONS.

At the Council Chamber, Whitehall, the 7th day of February 1871.

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

Their Lordships having considered the various sections of the Elementary Education Act, 1870, which affect the Parliamentary grant for public education, administered by the Education Department,

Resolved,

To substitute for the Code of Minutes and Regulations under which the grant is now distributed the Code annexed to this Minute, and hereby approved; and to adopt the following course in introducing this New Code, namely:—

1. Grants to elementary schools which fall due up to the 31st of March 1871, inclusive, will be made according to the terms of the Code of 1870.
2. Grants to elementary day schools which fall due on and after the 30th of April 1871, will be made according to the terms of the New Code.
3. Grants to united schools, and to evening schools, which fall due up to the 29th of February 1872, inclusive, will continue to be made at the rate prescribed by the Code of 1870, and according to the terms of Articles 135–149 of that Code.
4. The deduction prescribed by Article 32 (*c*) of the New Code will not be enforced during the year ending the 31st of March 1872, if the number of candidates admitted at the inspector's visit in the course of that year be sufficient to complete the staff of pupil-teachers required by that Article.
5. Grants to training schools for the current year will be made according to the terms of the New Code.
6. *In Scotland,* grants in aid of the establishment and maintenance of elementary schools will, until further notice, continue to be made according to the regulations now in force.
7. Subject to the above exceptions, all the articles of the Code of Minutes and Regulations hitherto in force are hereby cancelled.

CODE (1871) OF MINUTES OF THE EDUCATION DEPARTMENT.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament "For public Education in Great Britain."

2. This grant is administered by the Education Department.*

3. The object of the grant is to aid local exertion, under certain conditions, to maintain—

(*a.*) Elementary schools for children (Article 4); and

(*b.*) Training schools for Teachers (Article 83).

* The term "Education Department" means "The Lords of the Committee of the "Privy Council on Education" (Elementary Education Act, 1870, s. 3.).

4. An elementary school is a school, or department of a school, at which elementary education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments, in respect of the instruction, from each scholar, exceed ninepence a week (Elementary Education Act, 1870, sec. 3.).

5. Aid to maintain schools is given by annual grants to the managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

6. No grants are made to elementary schools which are not public elementary schools within the meaning of the Elementary Education Act, 1870.*

7. No grant is made in respect of any instruction in religious subjects.

8. Officers are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Education Department.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Education Department, and persons appointed by the Department, as occasion requires, in the capacity of acting inspectors, or inspector's assistants.

10. No grant is paid except on a report from an inspector, showing that the conditions of the grant have been fulfilled. The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Education Department, at the time of agreeing to make grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

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* See section 7 of the Act, which runs as follows :—

"Every elementary school which is conducted in accordance with the following regulations shall be a public elementary school within the meaning of this Act; and every public elementary school shall be conducted in accordance with the following regulations (a copy of which regulations shall be conspicuously put up in every such school); namely,

"(1.) It shall not be required, as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs :

'(2.) The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the school shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time table to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every school-room; and any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school :

"(3.) The school shall be open at all times to the inspection of any of Her Majesty's inspectors, so, however, that it shall be no part of the duties of such inspector to inquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book :

"(4.) The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant."

12. An inspector may visit any public elementary school at any other time without notice.

13. Grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

14. No undertaking should be commenced in general reliance upon aid from the Parliamentary grant. An application for such aid should, in the first instance, be addressed to the Secretary, Education Department, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Education Department, and must give notice of any change of correspondent.

Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.

CHAPTER I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

Building Grants.

16. It is provided by section 96 of the "Elementary Education Act, "1870," that "After the thirty-first day of March one thousand eight "hundred and seventy-one no parliamentary grant shall be made to any "elementary school which is not a public elementary school within the "meaning of this Act;" and that

"No parliamentary grant shall be made in aid of building, enlarging, "improving, or fitting up any elementary school, except in pursuance of "a memorial duly signed, and containing the information required by "the Education Department for enabling them to decide on the appli-"cation, and sent to the Education Department on or before the 31st "day of December 1870."

Subject to these conditions, building grants are made upon the terms of the Articles extracted from the Code of 1870, which will be found in the Third Schedule annexed to this present Code.

CHAPTER II.

ANNUAL GRANTS.

Part I.

ELEMENTARY SCHOOLS.

Section I.

Preliminary Conditions.

17. Before any grant is made to a school the Education Department must be satisfied that—

(*a.*) The school is conducted as a public elementary school (Article 6); and no child is refused admission to the school on other than reasonable grounds.

(*b.*) The school is not carried on with a view to private emolument.

(*c.*) The school premises are healthy, well lighted, drained, and ventilated, properly furnished, supplied with suitable offices, and contain in the principal school-room at least 80 cubical feet of internal space, and in the school-room and class-rooms at least 8 square feet of area, for each child in average attendance.

(*d.*) The principal teacher is certificated (Article 43).

Exception :—

An evening school may be taught by an assistant teacher fulfilling the conditions of Article 79.

(*e.*) Notice is immediately given to the Department of the date at which the teacher enters on the charge of the school, from which date the grant is computed.

(*f.*) The girls in the school are taught plain needlework and cutting out as part of the ordinary course of instruction.

(*g.*) The infants, if any, attending the school are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*h.*) Registers of admission and daily attendance, and accounts of income and expenditure, are accurately kept and duly audited; and all statistical returns and certificates of character (Articles 67, 77, and 80) may be accepted as trustworthy.

(*i.*) Three persons have designated one of their number to sign the receipt for the grant on behalf of the school.

Exception :—

The treasurer of a school board signs the receipt for grants to schools provided by the board.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, wherein another inspector takes part, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Grants to Day Schools.

19. The managers of a school which has met not less than 400 times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

A. The sum of 6*s.* per scholar, according to the average number in attendance throughout the year (Article 26).

B. For every scholar, present on the day of examination, who has attended not less than 250 morning or afternoon meetings of the school :—

1. If above four, and under seven, years of age at the end of the year (Article 13),—
   (*a.*) 8*s.*, or
   (*b.*) 10*s.* if the infants are taught as a separate department, in a room properly constructed and furnished for their instruction.
2. If more than seven years of age, 12*s.*, subject to examination (Article 28), viz.—
   4*s.* for passing in reading ;
   4*s.* for passing in writing ;
   4*s.* for passing in arithmetic.

20. 150 attendances (Article 23) qualify for examination—

(*a.*) Scholars attending school under any half-time Act.

(*b.*) Boys above 10 attending school in a rural district.

21. If the time table of the school, in use throughout the year, has provided for one or more specific subjects of secular instruction beyond Article 28,—

A grant of 3*s.* per subject may be made for every day scholar, presented in Standards IV.–VI. (Article 28) who passes a satisfactory examination in not more than two of such subjects (Schedule IV.).

No grant may be claimed under this Article on account of any scholars for whose proficiency, in the same subject, grants are made by the Department of Science and Art.

Grants to Evening Schools (Articles 106–112).

22. The managers of a school which has met not less than 80 times in the evening, in the course of a year, as defined by Article 13, may claim at the end of such year,—

(*a.*) The sum of 4*s.* per scholar, according to the average number in attendance throughout the year (Article 26).

(*b.*) For every scholar who has attended not less than 50 evening meetings of the school 7*s.* 6*d.*, subject to examination (Article 28), viz., 2*s.* 6*d.* for passing in reading, 2*s.* 6*d.* for passing in writing, and 2*s.* 6*d.* for passing in arithmetic.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours, nor attendance at an evening meeting for any scholar who has been under similar instruction less than one hour and a half.

24. Attendance at drill, under a competent instructor, for not more than two hours a week, and 20 weeks in the year, may be counted as school attendance.

25. Attendances may not be reckoned for any scholar in a day school under 4, or, in an evening school, under 12, or above 18, years of age.

26. The average number of scholars in attendance for any period is found by adding together the attendances of all the scholars for the same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. In calculating the average number in attendance, the attendances of half-time scholars reckon for no more than those of other scholars.

Standards of Examination.

28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book.	A short paragraph from a more advanced reading book.	A few lines of poetry or prose.	A short ordinary paragraph in a newspaper, or other modern narrative.	To read with fluency and expression.
Writing.	Copy in manuscript character a line of print, and write from dictation a few common words.	A sentence from the same book, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.	A short theme or letter, or an easy paraphrase.
Arithmetic.	Simple addition and subtraction of numbers of not more than four figures, and the multiplication table, to multiplication by six.	The multiplication table, and any simple rule as far as division.	Compound rules (money).	Compound rules (common weights and measures).*	Practice or bills of parcels.	Proportion and vulgar or decimal fractions.

* The 'weights and measures' taught in public elementary schools should be only such as are really useful;—such as Avoirdupois Weight, Long Measure, Liquid Measure, Time Table, Square and Cubical measures, and any measure which is connected with the industrial occupations of the district. In all schools the children in Standards V. and VI. should know the principles of the Metric system, and be able to explain the advantages to be gained from uniformity in the method of forming multiples and submultiples of the unit.

29. No scholar may be presented a second time for examination—
(*a.*) under a lower Standard; *or*,
(*b.*) under the same Standard.

30. *After the* 31*st March* 1873 no day scholar above 9 years of age, and no evening scholar above 13, will be examined in Standard I.

31. *After the* 31*st March* 1874 no day scholar above 9 years of age, and no evening scholar above 14, will be examined in Standard II.

Reduction of Grant.

32. The grant is reduced,—
(*a.*) By its excess above,—
1. The amount of school fees and subscriptions for educational purposes, *including payments for such purposes made by a school board;* and
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 13.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the inspector's report, for faults of instruction or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

(*c.*) By sums of 20*l.*, for every 40 scholars, after the first 20, of the average number in attendance, unless there has been during the year one pupil-teacher fulfilling the conditions of Article 70 for every such 40 scholars. A certificated (Article 43) assistant teacher, or an assistant fulfilling the conditions of Article 79, is equivalent to two pupil-teachers.

The forfeiture may be reduced from 20*l.* to 10*l.* if a pupil-teacher fails in examination, but produces the prescribed certificates (Article 77). This reduction of the forfeiture is made only once for the same pupil-teacher, and not in successive years for the same school.

33. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Article 39), the grant is not reduced under Article 32*c*.

School Diary or Log-Book.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides registers of attendance (Article 17*h*),—
(*a.*) A diary or log-book.
(*b.*) A portfolio to contain official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

35. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify ordinary progress, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the inspector's report, and any remarks made upon it by the Education Department, when communicated to the managers, must be copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from, the school staff, according to the decision of the Education Department upon the inspector's report. The correspondent of the managers must sign this entry, which settles the school staff for the year.

40. The inspector will call for the log-book at every visit, and will report whether it appears to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff.

Section II.

Teachers referred to in the preceding Section.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

42. Lay persons alone can be recognised as teachers in elementary schools.

Certificated Teachers.

43. Teachers in order to obtain certificates, must be examined (Article 44), and must undergo probation by actual service in school (Article 51).

Examination.

44. Examinations are held in December of each year at the several training schools under inspection (Article 100).

45. A syllabus of the subjects of examination for male and female candidates respectively may be had on application to the Education Department.

46. The names of teachers desiring to be examined must be notified by the managers of their schools to the Education Department before the 1st day of October preceding the examination.

47. Candidates admissible to be examined for certificates must be,—

(*a.*) Students who have resided for one year in training schools under inspection; *or*,

(*b.*) Teachers of public elementary schools who are upwards of 21 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily; *or*,
2. obtained a favourable report from an inspector upon the school in which they are still employed.

48. Teachers attending the examination may at their option take the papers of the first or second year's students (Article 102).

49. A list is published showing the successful candidates of each year, whether students or acting teachers, arranged in four divisions.

50. The relative proficiency of the candidates according to examination is recorded upon their certificates.

Probation.

51. Candidates for certificates, after successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favourable reports from an inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third

report, at an interval of one year after the second report, is required. If the second (or third) report is favourable a certificate is issued.

52. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

Certificates.

53. Certificates are of three classes. No certificate is originally issued above the second class. The third (lowest) class includes special certificates for teachers of infants, and of small schools.

Certificates of the First and Second Class.

54. Candidates who are placed by examination in any of the first three divisions (Article 49), receive certificates of the second class, which can be raised to the first class by good service only.

55. Certificates of the second class remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

Certificates of the Third Class.

56. Candidates who are placed by examination in the fourth division (Article 49) receive certificates of the third class.

57. Certificates of the third class do not entitle the teachers to have the charge of pupil-teachers.

58. Certificates of the third class can be raised only by re-examination.

59. *During the three years ending* 31*st December* 1873, certificates of the third class may be granted, without examination, upon the report of an inspector to acting teachers who satisfy the following conditions:—

(1.) They must, at the date of the inspector's report,—
- (*a.*) be above 35 years of age;
- (*b.*) have been teachers of elementary schools for at least 10 years; and
- (*c.*) present certificates of good character from the managers of their schools.

(2.) The inspector must report,—
- (*a.*) That they are efficient teachers;
- (*b.*) That not less than 30 children, who had been under instruction in their schools during the preceding six months, were individually examined (Article 28); and
- (*c.*) That at least 20 of the "passes" of these scholars in reading, writing, or arithmetic, were made in the second or some higher Standard.

60. Pupil-teachers who have completed their engagement with credit may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certificated in the third class for immediate service in charge of schools which have an annual average attendance of less than 60 scholars.

61. After their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 43), or are *ipso facto* cancelled.

62. The provisional certificate is confined to an entry of the pupil-teacher's name in a register kept by the Education Department, and does not involve the issue of any certificate to the pupil-teacher.

Future Rating of existing Certificates.

63. Existing certificates of the first or second class are rated as of the

64. Existing certificates of the third class, or upper grade of the fourth class, and infant school certificates of the first class, are rated as of the second class. Such certificates will be open to revision at the end of 10 years from the date of their issue, or of their last revision.

65. Existing certificates of the lower grade of the fourth class and infant school certificates of the second class are rated as of the third class.

66. The class of any certificate not yet issued will be fixed by Articles 54 and 56.

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organisation, discipline, and instruction.

69. Certificates may, at any time, be recalled, suspended, or reduced under Articles 67 and 68.

Pupil-teachers.

70. Pupil-teachers are boys or girls employed to serve in a school on the following conditions, namely :—

(*a.*) *That the school* is reported by the inspector to be—

1. Under a duly certificated teacher (Articles 43 and 57).
2. Held in suitable premises.
3. Well furnished and well supplied with books and apparatus.
4. Properly organised and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours, on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 11).

(*e.*) Pass the examinations and produce the certificates specified in Schedule I.

(*f.*) *That the managers* enter into an agreement in the terms of the memorandum in the Second Schedule to this Code, a copy of which memorandum is sent to the managers for every candidate approved by the Department.

71. The Education Department is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Education Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher which occur in the course of any year (Article 13) must not be filled up until after the next examination by the inspector.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as monitors, and the memorandum of agreement (Article 70*f*) will not be issued by the Education Department to the managers until the inspecter's report has been examined.

75. Temporary monitors engaged by the week, pursuant to Article 74, for the supply of vacant pupil-teacherships during a current year (Article 13), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination for admission (Article 77) to permanent engagements; and

(*b.*) That the vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 13) works a forfeiture under Article 32 (*c*).

77. The qualifications and certificates required of candidates for admission, and of pupil-teachers in each year of their service, are regulated by the First Schedule annexed to this Code.

Pupil-teachers who have successfully completed their Engagement.

78. At the close of their engagement pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in elementary schools (Article 79), or may be examined for admission into a training school (Article 91), or may be provisionally certificated for immediate service in charge of small schools (Article 60).

Assistant Teachers.

79. Pupil-teachers who have completed their engagement with credit may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

80. Such assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 13) may be supplied by the appointment of temporary monitors, pursuant to Articles 74, 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

Part II.

TRAINING SCHOOLS.

Section I.

83. A training school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in elementary schools; and

(*b.*) A practising department, in which such candidates may learn the exercise of their profession.

84. No grant is made to a training school unless the Education Department is satisfied with the premises, management, and staff.

Section II.

Grants to Training Schools.

85. Annual grants are made to the practising departments on the same conditions as to other public elementary schools.

86. Grants are placed to the credit of each college of 100*l.* for every master, and of 70*l.* for every mistress who, having been trained in such college during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Article 51), and become qualified to receive a certificate as a teacher in a public elementary school, or in a training college;

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

87. Teachers who have been trained for one year only may obtain certificates after probation (Article 51), or may be reported by the proper department, upon the same terms as others; and grants, of half the amounts specified in Article 86, may be placed to the credit of the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864; *or*

(*b.*) are teachers of infants, having—

1, received a complete and special course of training for that service in their colleges, which must have been previously recognised by the Education Department as providing such a course; and

2, undergone their probation in infant schools.

88. Grants of half the amounts specified in Article 86 may also be placed to the credit of their colleges on account of teachers trained during the years 1870, 1871, and 1872, who having been admitted to a training college under Article 93 (*b*) leave, with the consent of the authorities of such college, after one year's residence, to take charge of schools.

89. The annual grant to each college is paid out of the sums placed to its credit (Articles 86–88), and must not exceed—

(*a.*) 75 per cent. of the expenditure of the college for the year, certified in such manner as their Lordships may require.

(*b.*) 50*l.* for each male, and 35*l.* for each female, Queen's scholar (Article 96), in residence for continuous training throughout the year for which it is being paid.

90. The annual grant to each college is paid as follows:—

(*a.*) An instalment of 12*l.* (males), or 8*l.* (females) is paid on 1st March, 1st June, and 1st September, in respect of every Queen's scholar (Article 96) in residence for continuous training throughout the year.

(*b.*) The balance is paid as soon as the college accounts for the year have been closed, audited, and approved by the Education Department.

Section III.

Admission into Training Schools.

91. An examination of candidates for admission into training schools is annually held at each college in December, during the week following the examination for certificates (Article 100).

92. The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

93. The candidates are selected, and admitted to the examination, by the authorities of each training school on their own responsibility, subject to no other conditions, on the part of the Education Department, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 86 (*a*) or (*b*).

(*b.*) having been pupil-teachers, have successfully completed their engagement; *or*

(*c.*) not having been pupil-teachers, will be more than 18 years of age on the 1st of January next following the date of the examination.

94. The successful candidates are arranged in two classes in order of merit.

95. The authorities of each training school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 94.

96. Such candidates when admitted are termed *Queen's Scholars.*

97. Before candidates are admitted—

(*a.*) The medical officer of the training school must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 93 (*a*).

98. The authorities of each college settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Education Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

Section IV.

Examination of Students in Training Schools.

100. An examination of the resident students is held in December at the several colleges. The day fixed for the commencement of this examination is printed on the syllabus (Article 45) from year to year.

101. No student may be presented for examination except such as, at the date of their admission, satisfied Article 93, and have been resident throughout the whole year. No such student may be left out.

102. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

104. Students who pass successfully through two years of training receive special mention thereof (*stamp*) on their certificates.

105. Students who fall into the fourth division at the end of the first year's residence are required to take up the first year's subjects again at the end of their second year.

Part III.

SPECIAL PROVISIONS.

Evening Scholars.

106. The managers of any school to which annual inspection has already been promised (Article 11) may apply in writing, before the 1st of February, to the Inspector of the district for an examination of their evening scholars (Article 22).

107. Only one examination is held per annum of evening scholars in the same school, and it may be held on any day, between the 1st of March and 30th of April, that may be arranged with the Inspector, provided that the school has met the required number of times (Article 22) since the date of the last examination.

108. *If the evening school is connected with a day school,* the grant for the examination of the evening scholars is paid as part of the next annual grant to the whole school (Article 13).

109. *If the evening school is not connected with a day school,* the grant is paid as soon as possible after the 30th of April; at which date, in such cases, the evening school year is considered to end.

110. The Inspector may make arrangements for the examination, at some convenient centre, of the evening scholars of several schools.

111. A separate examination will not be held for any school, unless 20 scholars are to be presented to the inspector. If less than 20 scholars are to be presented, they can be examined only at a collective examination (Article 110), or at the same time with the day scholars.

112. The inspector may either hold the examination himself, or entrust it to an assistant approved by the Department.

CHAPTER III.

REVISION OF CODE.

113. The Education Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

114. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) de GREY AND RIPON,
Lord President of the Council.

WILLIAM EDWARD FORSTER,
Vice-President of the Committee of Council on Education.

Education Department, 7th February 1871.

FIRST SCHEDULE

Qualifications and Certificate of Pupil-Teachers at Admission and During their Engagement.

—	1. Health.*	2. Certificates of Character and Conduct.	3. Reading.	4. English Grammar. [*After Admission, Latin Grammar, as alternative.*]	5. Writing and Composition.	6. Arithmetic and Mathematics.		7. Geography.	8. History.	9. Teaching.	10. Drawing. *Where suitable Means of Instruction exist.*	11. Music. *Where suitable Means of Instruction exist.*
For Admission.	A *medical* certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.		To have an elementary knowledge of geography.	- - -	To teach a junior class to the satisfaction of the inspector.	1. If exercises in freehand, linear geometry, linear perspective, and model and object drawing be worked successfully during the apprenticeship, the fact is registered, and the pupil-teacher is credited with a corresponding number of marks in any future examination for a teacher's certificate.	—
						Male Pupil-teachers.	Female Pupil-teachers.					
End of 1st Year	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	Improved articulation and expression in reading.	The noun, verb, and adjective; with their relations in a simple sentence. [*As an alternative exercise, the regular declensions of Latin nouns; and the meaning in English of the Latin prepositions.*]	To write from memory the substance of a passage of simple prose, read to them with ordinary quickness.	To practice and proportion.	To practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	- - -	To give a reading lesson, and to examine the class on the meaning of what has been read.	2. The exercises may be worked in any order throughout the years of apprenticeship.	Shapes of notes and rests. Staves. Places of notes on the treble stave.
End of 2d Year.	Same as at end of first year.	Same as above - -	Improved articulation and expression in reading.	The pronoun, adverb, and preposition; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.*]	To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of the meaning.	To vulgar fractions.	To proportion.	Europe and ancient Palestine.	- - -	To examine a class in the rudiments of grammar and arithmetic, and during the examination to keep the class attentive, in order, and in activity, without undue noise.	3. Pupil-teachers may study and be examined (about *March* in each year) at any of the drawing schools in connexion with the Department of Science and Art. 4. Pupil-teachers, although not studying at such drawing schools, may be permitted (by arrangements between the managers of the schools in which they are engaged and the master of any such drawing school) to be annually examined there.	Dotted notes and rests. Time, various kinds of, and signatures of. Diatonic scale.
End of 3d Year.	Same as at end of first year, but *from medical practitioner.*	Same as above - -	Improved articulation and expression in reading.	The conjunction with the analysis of sentences. [*As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb esse.*]	To write notes of a lesson on a subject selected by the inspector; and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning.	To decimal fractions; and Euclid, Book I., to end of XVth Proposition.	To vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.*]	To manage and examine the second class in grammar, geography, and mental arithmetic.	5. An annual examination in drawing is also held in *November* at each of the Training Colleges and pupil-teachers, who obtain permission from the authorities of them, may attend there, if more convenient, for examination.	Intervals. Sharps and flats. Accidental intervals.
End of 4th Year	Same as at end of first year.	Same as above - -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and the meaning in English of the Latin prepositions. [*As an alternative exercise, the conjugation of the verbs posse, velle, and the concords.*]	To write an account of the organization of the school, and of the methods of instruction used: and to be able to repeat 100 lines of poetry, with just expression and knowledge of the meaning.	Euclid, Book I., to the end of XXVIth Proposition; Algebra, first four rules; and exercises in the preceding rules in Arithmetic.	To decimal fractions.	Asia and Africa.	Outlines of British history to the accession of Henry VII.	To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson to two or three classes grouped together.	6. For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to "The Secretary, Department of Science and Art, South Kensington, London, W."	Places of notes on the bass stave. Major and minor scales. Common characters used in music.
End of 5th Year	Same as at end of first year.	Same as above - -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [*As an alternative exercise, recapitulation of the preceding exercises in Latin.*]	To write an original composition on some simple subject to be selected by the inspector within the range of this Table, and to be able to repeat 80 lines of prose with just expression and knowledge of the meaning.	Euclid, Book I.; and exercises in the preceding rules in Arithmetic and Algebra.	Recapitulation of the preceding rules.	America and the oceans.	Outlines of British history from the accession of Henry VII. to the present time.	To give a gallery lesson, and to conduct the instruction of the first class in any subject selected by the inspector.	Candidates for examination in drawing cannot be examined on the occasion of the Inspector's visit.	Transpositon. Alto and tenor staves. Recapitulation of preceding exercises.

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

Female pupil-teachers, before admission, must produce a certificate from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70*f*).

(*To be stamped with a stamp of* 2*s.* 6*d.*)

MEMORANDUM OF AGREEMENT between [1]_____

_____

_____

_____herein-after called *the managers*, on behalf of the managers of the_____ School, and [2]_____herein-after called *the surety*, the [3]_____of [4]_____herein-after called *the pupil-teacher*.

[1] Names, &c. in full of a quorum of the managers.

[2] Names, &c. in full of father or other surety of the assistant.

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

The said managers, for themselves, their executors, administrators, and assigns, agree with the said surety, h[5]____ executors, administrators, and assigns, as follows:

[5] His or her.

1. The said managers agree to engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than five hours upon any one day, nor more than 25 hours in any one week. Sunday is expressly excluded from this engagement.

2. This engagement shall begin on the first day of [6]_____ 187___, and shall end on the last day of [7]_____187___,[8] but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations for admission into Training Schools in December next preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

[6] The month defined by Article 11.

[7] Preceding month.

[8] Five full years; or any less number of years, not under two, provided (*a.*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b.*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).

3. The said pupil-teacher shall be paid as wages[9]_____ per[10]_____ in the first year, and this sum shall be increased by[9]_____ per[10]_____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Education Department that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher, while the school is not being held, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during six hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]____ own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[11] this _____ day of _____

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

[11] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N.B.—1. This memorandum must be executed *by all the parties named in it, viz:*—
Managers.
Surety.
Pupil-teacher.

2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

3. The memorandum, when executed, should be deposited with the school papers (Article 34 *b*). The surety should have either an executed duplicate (which requires a second stamp), or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers, or otherwise*), instructions for a new agreement (with stamp) in the following form, may be obtained upon application (Article 14) to the Education Department.

II.—Form of New Agreement on Change of Managers.

MEMORANDUM OF AGREEMENT between [1] _____ within and herein-after described as *the Surety*; [2] _____ the persons within described as *the Managers*; [3] _____ and [4] _____ herein-after described as "the Managers."

1. The said Surety and the said [2] _____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said [5] _____ had been inserted therein and signed thereto, instead of the name of the said [6] _____

Signed[7] this _____ day of _____, 187

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

[1] *The surety* in the existing Memorandum.

[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.

[3] The name, description, and address of the new Manager or Managers.

[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.

[5] The new Manager or Managers.

[6] Deceased or outgoing Manager or Managers.

[7] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

Affix 6*d.* stamp, and cancel, by *each* person's writing his initials and the date across it, who signs this agreement.

N.B.—This memorandum must be executed *by all the parties named in it, viz.*:—
Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

III.—Form for Cancelling Engagements of Pupil-teachers.

(*To be endorsed on the original Memorandum.*)

The within written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands, this day of 187

THIRD SCHEDULE.

Articles (22–37) of the Code of 1870 relating to Building Grants.*

22. Aid is not granted to build new elementary schools unless the Education Department are satisfied—

(*a.*) That there is a sufficient population of the labouring class which require a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Education Department for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of—

(*a.*) Individual subscriptions;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

2*nd Limit.*—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3*rd. Limit.*—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be previously approved by the Education Department.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools, or 50*l.* in other schools.

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* The Articles in this Schedule are numbered as they stood in the Code of 1870, for the sake of convenience of reference in correspondence with the promoters.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.

2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.).

(1.) Without incumbrance, or rights reserved over the surface.

(2.) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Education Department must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(3.) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(4.) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants; nor more than nominal rent.

(5.) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.).

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must provide for the legal ownership of the premises; and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools, Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorised version).

31. When the trust deed has been executed according to a draft approved and sealed by the Education Department, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudical to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing committees of the school, setting forth that the building and conveyance are completed; and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of eighteen months, from the date of announcing them.

FOURTH SCHEDULE.

"One or more Specific Subjects of Secular Instruction."

(*See* Article 21.)

MEMORANDUM.

The specific subjects of secular instruction may be,—

Geography, History, Grammar, Algebra, Geometry, Natural Philosophy, Physical Geography, the Natural Sciences, Political Economy, Languages, or *any* definite subject of instruction, extending over the classes to be examined in Standards IV., V., VI., and taught according to a graduated scheme, of which the inspector can report that it is well adapted to the capacity of the children, and is sufficiently distinct from the ordinary Reading Book Lessons to justify its description as a "Specific Subject of Instruction."

It is not improbable that new plans may be proposed, by which children may be enabled to gain scientific ideas from the study of natural objects and from careful direction of their power of observation. Such plans would necessarily differ in town and country, and the suitability of each to the school in which it is adopted, must be a matter of discretion. Teachers intending to introduce an extra subject should confer with the inspector, when he visits the school, and settle with him the plan to be pursued during the year, so as to ensure its acceptance at the next examination of the school.

Drawing and music will not be accepted under Article 21.

As specimens of what is meant by graduation of the instruction to the different Standards, the following examples may be given:—

Geography.

Standard IV.—A knowledge of the chief divisions of the world, and of the meaning of a map.

Standard V.—The preceding, and rivers, mountains, and divisions of England and Wales; with some special knowledge of the county in which the school is situated, and a map drawing of it.

Standard VI.—A more general knowledge of Great Britain and Ireland, the countries of Europe, and chief rivers, capitals, mountains, &c., with map drawing of portions of England, and a knowledge of the general lines of railway communication.

History.

Select some chief event of importance in the history of England since the Conquest, and let the children in Standard IV. know something about it in detail.

Standard V.—Two or three such events or series of events.

Standard VI.—Three or four more, well mastered, and the general sequence of the landmarks of history.

The facts in English history connected with the village, district, town, or county should be made subjects of instruction.

Algebra.

Standard IV.—Notation, addition, subtraction.

Standard V.—Multiplication and division (integral indices only).

Standard VI.—To simple equations, inclusive.

Language.

A. *English grammar and literature.*

1. Grammar and analysis increasing in difficulty with each Standard
2. English literature.

Standard IV.—Not less than 150 lines of a prose author, or 200 lines of poetry, got by heart, and the meaning and allusions mastered.

Standard V.—Not less than 180 lines of prose, or 250 lines of poetry, as above.

Standard VI.—Not less than 200 lines of prose, or 300 lines of poetry, as above.

Passages learnt in a previous Standard not to be repeated in a subsequent one. At the inspector's visit the passages selected for the ensuing year to be submitted to him for approval.

B. *Elements of Latin, French, or German.*

Standard IV.—Early portion of the grammar, up to verbs.

Standard V.—Regular verbs and first rules of Syntax. Translate short sentences of three or four words into English, and to pronounce correctly.

Standard VI.—Irregular verbs—translation of sentences a little longer, and of short simple sentences from English into the language—to read in the language with tolerably good pronunciation.

Physical Geography.

Standard IV.—Figure of the earth; distribution of sea and land; form of continents.

Standard V.—The preceding and mountain systems. Divisions of ocean; ocean currents.

Standard VI.—The preceding and atmospheric phenomena. Trade winds. Distribution of plants and animals, and races of men.

Animal Physiology.

Standard IV.—The build of the human body, and the names and positions of internal parts.

Standard V.—Constituents of the blood, muscle, bone. Circulation and respiration.

Standard VI.—The preceding and alimentation. The sense organs. The muscles and nerves.

FIFTH SCHEDULE.

Supplementary Rules.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 11).

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VI. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once*; dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column VII*b. need not* (although, of course, it *may*) coincide with the end of each class in column VI.* Compare the entries

* In the following transcript of part of the Examination Schedule, Columns II., VI., and VII*b.*, are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII*a.*	VII*b.*
Number.	Name.	Age (on last Birthday).	Date of Admission to this School.		Number of Attendances in the Year.	In what class of School; *first* means *highest.*	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
			Year.	Month.				
1	John Jones					4th.		I.
2	Thomas Peters .					"		"
3	Henry Brown ..					"		"
4	Wm. Robinson .					"		"
5	Thomas Davies .					"		"
6	Robert Finch ..	.....	.....	.....	.....	"	.....	"
7	Luke Williams .					3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	"	.....	"
9	James Short ...					"	I.	II.
10	Richard Rogers					"		"
11	Samuel Grant ..					2nd.		"
12	John Styles	.....	.....	.....	.....	"		"
13	Henry Pigot....					"	II.	III.
14	Silas Wills					"		"
15	John Miller					"		"
16	Peter Downes ..	.....	.....	.....	.....	"	.....	"
17	Charles Potts ..					1st.	III.	IV.

† *See* Rule 11.

opposite to No. 6 who ends a *class*, but not a *standard*; No. 8 who ends a *standard* but not a *class*; No. 16 who ends *both* a class *and* a standard (this is preferable).

RULE 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

RULE 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the Schedule under the title of "*Exceptions*," otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction*.

RULE 7.—The Inspector is directed to refuse to examine children in Schools *wherein Rule 2 or 3 is violated*. He will in such cases proceed to inspect the School, and will report to the Committee of Council why he has left column VIII. (*his Report on each candidate*) in the Examination Schedule blank.

RULE 8.—No grant will be paid to a School (not being one for Evening Scholars or Infants only) unless one *class—i.e.* all who are to be examined as members of one class, according to Rule 5—be presented *at least as high* as Standard II.

RULE 9.—A deduction of at least one-tenth will be made from the grant to a School (not being one for Evening Scholars or Infants only) unless one *class—i.e.* all who are to be examined as members of one class, according to Rule 5—be presented *above* Standard II.

RULE 10.—*To find the average number of scholars in attendance at a school for any period*, ADD TOGETHER the total number of attendances (see Rule 11) marked in the Class Registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

RULE 11.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects *less than two hours*, nor attendance at an evening meeting for any scholar who has been under similar instruction *less than one hour and a half* (Article 23). The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance *begins*.

If any child, entered in the Register as attending, is withdrawn from school before the time constituting an attendance is complete, a note must be made at the time by the class teacher (*e.g.* on a slate, or on the black-board), but the Register must not be open for correction before the dismissal of the school. The best mode of correction is not to cancel the entry, but to write −1 (*minus* one) in the column of the Class Register for "Remarks," referring by a note (*) to the square.

The inspector will inquire whether these rules have been observed (Article 17*h*.)

RULE 12.—No child's name should be kept on the Admission Register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn*. The names of children withdrawn (*whether they are so, the answer of their parents will decide*) should be cancelled at once in the Registers, and not included in the returns of *age* and *stay at school*; but the attendances (if any) opposite to such names in the Class Registers, must be counted under Rule 10, *suprà*, and the whole number of such names must be counted for the return "left in past year."

MINUTE FURTHER SUSPENDING THE APPLICATION OF THE REVISED CODE TO SCOTLAND.

At the Council Chamber, Whitehall, the 5th day of July 1870.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

The Minute of the 13th day of July 1869, whereby the inspection and examination of elementary schools in Scotland, as prescribed by the Minute of 11th June 1864, were left without change, but the period within which annual grants might be paid to such schools, according to the Code of 1860, was extended to 30th June (inclusive) 1871 :—

Resolved,

That the said period be further extended, viz., to 30th June (inclusive) 1872, to allow for the engagement, according to the Regulations now in force, of teachers and pupil-teachers whose first year of service will end later than 30th June 1871, and who cannot be engaged without knowing on what terms the contract between themselves and their employers for the service of such year is to be made.

MINUTE RELATING TO THE APPROVAL OF TIME TABLES.

At the Council Chamber, Whitehall, the 7th day of February 1871.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

Section 7 of the Elementary Education Act, 1870, and the following Articles of the New Code, 1871, viz. :—

Article 12. An Inspector may visit any public elementary school at any other time without notice.

Article 23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours, nor attendance at an evening meeting for any scholar who has been under similar instruction less than one hour and a half.

Resolved,

1. That the time table of each public elementary school shall be submitted to the Inspector of the district, at his first visit to the school after the 30th of April 1871.

2. That the Inspector shall enter on every time table which fulfils the requisite conditions, "approved on behalf of the Education Department," with his signature and the date of his visit.

3. That the Inspector may approve any time table which, while conforming to Section 7 (2) of the Education Act, in respect of the time or times appointed for religious observances or instruction, sets apart for instruction in secular subjects at least two consecutive hours at each morning and afternoon meeting, and one hour and a half at each evening meeting of the school.

4. That the Inspector shall not express any opinion as to the time or times appointed for religious observances or instruction, or as to the nature of such instruction, but shall confine himself to seeing that the prescribed amount of time is secured for secular instruction.

5. That before signing the time table the Inspector shall satisfy himself—

(1.) That a copy of the Regulations contained in Section 7 of the Education Act is conspicuously put up in the school.

(2.) That the time table is printed, or written, in distinct characters, and that sufficient copies of it are provided to be put up in every schoolroom.

(3.) That, if the school premises admit of it, the children withdrawn by their parents from religious observances or instruction receive, by themselves, instruction in secular subjects during the time or times set apart for religious instruction or observances.

6. That the Inspector, at any visit which he pays to a school without notice, shall report to the Education Department if he finds that the work of the school is not being carried on according to the approved time table, or that the time table itself is not exhibited in every schoolroom.

7. That if any five parents or guardians of scholars for the time being attending a school make complaint in writing to the Education Department that a time table, approved by the Inspector, is not in accordance with this Minute, the Education Department, on receiving such complaint, shall make such inquiry and order in the matter as they may think fit.

8. That copies of this Minute be forwarded, for their information and guidance, to Her Majesty's Inspectors of Schools.

CIRCULAR to H. M. INSPECTORS relating to the foregoing MINUTE (TIME TABLES).

SIR, Education Department, 31st May 1871.

I AM directed to remind you that before approving a time table under the Minute of 7th February 1871, you must ascertain that it conforms to Section 7 of the Elementary Education Act.

This is all that is essential in order that you should affix your signature.

To prevent any misunderstanding on this point, I am to request that you will enter on time tables which satisfy the prescribed conditions, "approved on behalf of the Education Department *as fulfilling the* "*requirements of Section 7 of the Elementary Education Act*, 1870."

But in advising managers as to the arrangements shown on a time table for the distribution of work during the hours of instruction in secular subjects, you will remind them—

1. That payment of grants to a public elementary school depends upon the fulfilment of Article 23 of the New Code.
2. That payment of grants for special subjects depends upon the fulfilment of Article 21.
3. That the "use of ill-adjusted time tables"—(instructions of September 1862)—is one of the faults for which the grant to a school may be reduced under Article 32 (*b*).

Her Majesty's Inspectors ought not to interfere with the responsibility of managers and teachers for the details of school work. The efficiency of their arrangements will be tested by the results produced at the annual examination of their school; but you can point out any serious objection to a time table which is presented to you for signature, leaving the managers to decide whether they consider an alteration necessary.

If the time table does not show the classes and subjects entrusted to the pupil-teachers, and the time given by the principal teacher, during school hours, to their technical instruction in the art of teaching, these particulars ought to be entered in the log-book, and inquiry should be made, at the time of your visit, as to how far the arrangements so recorded are carried out in the daily work of the school.

I have the honour to be, &c.

F. R. SANDFORD.

MINUTE MODIFYING CERTAIN PROVISIONS OF THE NEW CODE, 1871.

At the Council Chamber, Whitehall, the 20th day of March 1871.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Their Lordships having considered various representations made to the Education Department with respect to certain provisions of the New Code, 1871 :—

Resolved,

1. To modify Articles 25, 32, 75, and Clauses 1 and 4 of the Second Schedule of the said Code, as follows :—

Articles of the New Code (1871).	The same Articles *as modified*.
25. Attendances may not be reckoned for any scholar in a day school under **4**, or, in an evening school, under 12, or above 18 years of age.	25. Attendances may not be reckoned for any scholar in a day school under **3**, or, in an evening school, under 12, or above 18 years of age.
32. The grant is reduced,—	*Additional clause:* (*d.*) By any expenditure not for educational purposes out of the school income for the year (Article 13).
75. Temporary monitors engaged by the week, pursuant to Article 74, for the supply of vacant pupil-teacherships during a current year (Article 13), satisfy Article 32 (*c*), provided—	
* * * *	
(*b.*) That the vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.	(*b.*) That the vacancies have been occasioned by causes which are accepted by the Education Department as satisfactory.

Articles of the New Code (1871).	The same Articles *as modified*.
SECOND SCHEDULE.	
CLAUSE 1. The said managers agree to engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than **5** hours upon any one day, nor more than **25** hours in any one week. Sunday is expressly excluded from this engagement.	* * * * but so that the said pupil-teacher shall not be obliged to serve therein more than **6** hours upon any one day, nor more than **30** hours in any one week. Sunday is expressly excluded from this engagement.
CLAUSE 4. The said pupil-teacher, while the school is not being held, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during **6** hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.	* * * * special instruction during **5** hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

They also Resolved,

2. To accept, in the case of evening schools *examined in the year* 1872, 60 (in place of 80) meetings of a school, and 40 (in place of 50) attendances of a scholar, as fulfilling the conditions of a grant under Article 22.

3. That grants to day schools which fall due after the 31st of March 1872 shall be reduced by one shilling per scholar, according to the average number in attendance throughout the year, in those cases in which the Inspector does not report that vocal music forms a part of the ordinary course of instruction.

4. That in schools to which grants are due up to the 31st day of August 1872 inclusive, 100 attendances shall qualify for examination children attending school under the Printworks Act.

5. That teachers provisionally certificated under the Code of 1870 (Article 132) may, until they complete the 25th year of their age, be accepted as satisfying Article 17 (*d*) of the New Code, in the schools in which they are now engaged.

INSTRUCTIONS ON THE ADMINISTRATION OF THE NEW CODE (1871).

1. *Articles* 10 *and* 12.

I may remind you that two or three days spent in rapid visits to schools without notice (Article 12) will enable you to sign the time tables and certificates, and to examine the registers and log books of a large number of departments. These visits of surprise moreover will enable you to learn more of the general condition of a school, of the regularity with which the attendance is registered, of the habitual presence of the school staff, and of the manner in which the time table is observed, than is possible when the day of your visit is announced beforehand and everything arranged for your coming.

You will bear in mind that, under Article 10 of the New Code, you will be able to employ your assistant somewhat more freely than has hitherto been the practice in examining schools. You will naturally make use of him in the case of those schools with which you are already well acquainted, and may not think it necessary to visit this year. You may also yourself inspect schools and examine the upper Standards, leaving your assistant, or sending him before you, to take the examination of the younger children; or you may be able to economise time by arranging with the managers for the collective examination of the upper Standards of several schools at some convenient centre. By these and other expedients, which your experience will suggest, you will probably be able to gain, for the purpose of ascertaining the supply of public school accommodation in your district, some of the days which are now spent by you in the examination of individual scholars.

Article 12, moreover, of the New Code, will enable you, by visits of surprise, to test the condition of schools that have been visited by your assistants, in case they report to you anything which appears to call for enquiry or special notice on your part.

2. *Article* 17 (*c*).

The offices of a school cannot be regarded as "suitable" unless they are used exclusively by the children attending the school. In a mixed school of children above seven years of age, there must be a separate set for each sex, accessible by separate approaches from the school-room.

3. *Article* 19 *B.* 1. (*b*).

The 10*s.* capitation grants under this Article will be made only when the infants are taught as a separate department, *i.e.*, in a room specially set apart for their use, and by a certificated teacher employed exclusively in their instruction. This teacher, if the infants are fewer that 60 in number, may be an ex-pupil-teacher provisionally certificated under Article 60.

4. *Article* 19 *B.* 1. (*a*).

The 8*s.* capitation grants under this Article will be made when the infants are treated as a class of a school for older children, in which case they will be taken into account in settling the school staff required by Article 32 (*c*).

Article 17 (*g*) makes it a condition of the award of any grant whatever to a school to which infants are admitted, that they shall be instructed

suitably to their age, and so as not to interfere with the instruction of the elder children. The grant to the whole school, and not merely that on account of the infants, will consequently be endangered, unless the arrangements for their instruction are carefully attended to. Whenever, therefore, the infants in a school which claims grants under this Article are sufficiently numerous, they should be placed in a class-room of their own, either opening into the main school, or so near it as to be under the direct superintendence of the principal teacher, who ought to give some time daily to the instruction of the infant class. This should be provided for by the time table, which should also show under whose immediate care the class is placed during the rest of the school hours. The pupil-teacher, or assistant teacher, who may be employed in teaching the infants ought not to be confined to this class, but should take a part in the ordinary work of the rest of the school.

In a mixed school under a master, the sewing mistress, who will generally take the girls in the afternoon, may be usefully employed with the infant class in the morning.

Attendance of Infants.

If infants are admitted to a school before they are three years of age, their attendances while under three must be registered; because they will be taken into account in calculating the accommodation required under Article 17 (*c*), as well as the staff of teachers required by Article 32 (*c*).

Their attendances *while under three* must be separately registered; because they will *not* be taken into account in calculating the grant under either section of Articles 19; but attendances *made between three and four* may be taken into account,—

(1.) In calculating the grant under Article 19 A. (average attendance).

(2.) As part of the 250 attendances required as a condition of the payment of a capitation grant under Article 19 B. 1.

An infant must be four years of age before being presented for such a grant; but may have made part of the prescribed number (250) of attendances before completing its fourth year.

5. *Article* 20.

The minimum qualifications by attendance are two only—

(*a.*) Two hundred and fifty attendances (simply, whether made under a half-time Act, or otherwise).

(*b.*) One hundred and fifty attendances under a half-time Act, or (in rural schools) after the completion of a boy's tenth year.

The privilege annexed to the smaller number of attendances (half-time or rural) does not accrue at all until their numbers *in the year* (Article 13) reaches 150.

E. G. A.B. who makes 50 attendances as a half-timer in the course of the year, must make 200 attendances as an ordinary scholar, to qualify him for examination.

B.C. who make 150 attendances while under 10, must make 100 attendances when over 10 to qualify him for examination.

6. *Article* 20 (*b*).

This Article is intended to meet the case of boys withdrawn from school at an early age, for employment in agriculture. In the managers' yearly return (Form IX.) they are required to state whether the boys for whom grants are claimed under this Article are so employed when not at school.

7. *Article* 23.

RECREATION.

Any interval allowed for recreation in the time prescribed for secular instruction by Article 23 of the New Code, must not exceed:—

(1.) *For Infants under seven.*—Half an hour in the course of a school meeting of two and a half hours and upwards; or a quarter of an hour in a shorter meeting.

(2.) *For Children above seven.*—A quarter of an hour in the course of a meeting of three hours, or from five to ten minutes in a shorter meeting.

ATTENDANCE AT CHURCH.

The two consecutive hours of secular instruction required by Article 23 of the New Code must be the same for the whole school or department. If these are secured, at each meeting of the school a time table may be approved which provides for the attendance at church on certain specified days of those children whose parents do not object; so long as—

(1.) No part of such attendance is registered as school attendance.

(2.) The time table shows what arrangements are made for the instruction of the remainder of the children in secular subjects during the absence of part of the school at church.

You will bear in mind the requirements of the minute of 7th February 1871 (section 5), which provides:—

(3.) That if the school premises admit of it, the children withdrawn by their parents from religious observances or instruction receive, by themselves, instruction in secular subjects during the time or times set apart for religious instruction or observances.

HYMNS.

While my Lords entirely approve of the introduction of singing in schools, it must not so far as it forms part of the two hours' secular instruction required by Article 23 of the New Code be the practice of a religious observance, or for the purpose of giving instruction in religious subjects.

READING BOOKS.

It is not proposed to prescribe the use of any particular books; but no instruction in religious subjects may be given in any lesson, during the hours fixed for secular instruction under Article 23.

My Lords will deal as they arise with cases in which objection may be taken to the manner in which any particular lesson book is used, in a public elementary school.

8. *Article* 24.

DRILL.

This Article is meant to apply—

(1.) To day scholars only.

(2.) To drill forming part of the ordinary routine of school work, and therefore falling within the ordinary school hours.

A school meeting (Article 23) may be held on Saturday morning for "drill" or "music," or both. But my Lords are advised that not more than one hour at a time should be devoted to drill in the case of children.

9. *Article* 29 (*b*).

This Article refers to the Standards prescribed in Article 28 of the New Code, and not to those prescribed by the Revised Code. At the

first inspection after the introduction of the Code of 1871, children who have been examined in Standard I. of the Revised Code (1870), may be presented in Standard I. of the New Code, and so throughout the succeeding Standards.

Scholars examined last year in (what was commonly known as) Standard VII. of the Revised Code, may not be presented again in Standard VI. of the New Code.

10. *Article* 32 (*a*).

Under the New Code, the amount of their Lordships' grants to a school will not be affected by any income which such school may derive from property inalienably appropriated either to the school itself or to education.

Any income from property which is not so appropriated will be treated as a subscription under Article 32.

11. *Articles* 47 (*b*) *and* 59.

In cases where acting teachers obtain certificates under one of these Articles, no grants can be paid to their schools in respect of any period before the date at which they—

(1.) Passed the examination for a certificate; or

(2.) Obtained (Article 59) a favourable report from the Inspector.

12. *Article* 59. 2. (*b*).

The requirements of this Article in respect of the number of children to be examined, and the Standard in which they must pass cannot be relaxed. It is intended to meet those cases only in which teachers, who apply for a certificate without passing an examination can appeal to the results of their work in schools large enough to furnish a fair test of its efficiency.

13. *Articles* 86–88.

1. The amount to be placed to the credit of your college for the year now current will consist of one-fifth of the value of the certificates issued in 1866–9, *plus* the full value of the certificates issued in 1870.

2. In 1872, it will consist of one-fifth of the value of the certificates issued in 1867–9, *plus* the full value of the certificates issued in 1871.

3. In 1873, it will be one-fifth of the value of the certificates issued in 1868–9, *plus* the full value of certificates issued in 1872.

4. In 1874, it will be one-fifth of the value of the certificates issued in 1869, *plus* the full value of certificates issued in 1873.

5. In 1875, and each succeeding year, it will be the full value of the certificates issued in the preceding year.

6. The undrawn balance standing to the credit of your college on the 31st December 1870, will be brought forward as the first entry for the year 1871, and in like manner the balance (if any) remaining to the credit of the college at the close of each year will be carried forward as the first entry for the year next ensuing.

I am further to state, with reference to Article 90 (*a*), that my Lords, looking to the cost per head at which some of the training schools have hitherto been worked, must reserve to themselves the right to suspend the payment of so much of the instalment due on the 1st of September in each year as may appear necessary to keep the total amount of instalments within the limit which the grant for the year is likely to reach. The three instalments might otherwise be in excess of the amount allowable for the year under Article 89.

The average annual expenditure of each college will be a guide to my Lords in such cases; and the balance (if any), including the sum held in suspense, will be paid as set forth in Article 90 (*b*).

14. FOURTH SCHEDULE.

English grammar and literature are separate subjects. Either or both of them may be taken up under this schedule.

15. *Article* 19 *A*.

CIRCULAR AS TO ATTENDANCE.

SIR, Education Department, 10th June 1871.

MY LORDS observe that many of the scholars in schools to which annual grants are made, although duly qualified by age and attendance, are not presented to Her Majesty's Inspector for individual examination.

Under the Revised Code, the practice of withholding children was, perhaps, sufficiently checked by the self-interest of the managers; but the increased grants for average attendance, offered by the New Code, make it necessary to take effective means for securing that the scholars should be examined in sufficient numbers to satisfy their Lordships that their grants have been fairly earned.

The entries in the managers' return (Form IX.) show how many scholars ought to be examined; and if this number varies to any considerable degree from the number presented, Her Majesty's Inspectors should make special inquiries as to the absentees, either from inspection or examination, and briefly embody the information obtained in their reports.

My Lords cannot regard a school as in a satisfactory condition, if a large proportion of qualified scholars are either absent, without good cause, or not presented for examination, on the day of inspection. Some remark of this kind has frequently to be made by their Lordships, and is scarcely consistent with a favourable report, to which it may be appended.

The fifth supplementary rule in the New Code allows the managers to keep back children *from examination for the purpose of a grant;* but the children so kept back ought to be present on the day of inspection, and may be examined (though not entered on the examination schedule) in whatever manner the Inspector chooses. The results of their examination should be taken into account by the Inspector in his estimate of the general efficiency of the school.

In your visits during the current year, you will inform the managers of those schools in which too few children are presented for examination, that in future my Lords will make a deduction from their grants, unless they are satisfied with the reasons given for the non-presentation of the qualified scholars. I am to request that you will look to this point very carefully before you report favourably either in Form X. or on a teacher's certificate.

The children in schools under an active management, and efficient instruction, are generally present, and presented, in sufficient numbers. In such schools the plea that a former scholar is no longer on the register, does not prevent his being brought up for examination; and cannot in other schools be recognised as a legitimate excuse for his absence. Unless, therefore, illness, tempestuous weather, removal from the district, or some other *bonâ fide* reason for non-attendance can be given, my Lords must assume that there are other grounds for the children's absence, and will deal with each school accordingly. The managers should themselves see to this matter; and if they are not

present on the day of the examination, to give any explanation which may be necessary, you will note the fact, and it will be borne in mind in deciding on the case.

I am, &c.
F. R. SANDFORD.

16. *Article* 24,

CIRCULAR ON DRILL.

SIR, Education Department, 5th June 1871.

IN the event of your being consulted by the managers of schools in country districts as to instruction in drill, under Article 24 of the New Code, the following memorandum and letter from the War Office may be useful. You will understand that the proposal to which Lord Northbrook refers is merely a suggestion, and that managers who wish to have their boys drilled, as part of the ordinary school course, must be left entirely free to make the best arrangements for the purpose which the circumstances of each school may allow. In town districts there will be no difficulty in obtaining the services of competent instructors.

I am, &c.

To Her Majesty's Inspector of Schools. F. R. SANDFORD.

MEMORANDUM.

In the vicinity of a great number of schools throughout England, there are now detachments of Volunteers drilled once or twice a week, during at least six months of the year, by Government instructors. These drills take place in the evening, and the instructors have little to do in the day time. By going to the villages a few hours earlier, they would be able to drill the boys in the afternoon, and be ready for the Volunteers in the evening. Except in thinly inhabited districts, where the villages lie far apart, an instructor could drill five or six schools, each once a week.

The elementary drill which would be suitable for boys is capable of being imparted by instructors of either Artillery, Engineers, or Rifle Volunteers, and would be sufficient to teach the boys habits of sharp obedience, smartness, order, and cleanliness.

In some districts there are many schoolmasters among the Volunteers, who frequently rise to be Non-commissioned Officers. If the Government instructors were employed in the first instance, those schoolmasters who passed a serjeant's examination before an Adjutant of Volunteers, might, after the first year, be made drill instructors of their schools.

Where the demand for instructors was great, the permanent staff of the Militia might also give assistance, as during the greater part of the year they have not much to do.

The payments to instructors would probably be sixpence for each day of actual drill, in towns and villages at which they had to drill Volunteers, and one penny a mile marching money, where Volunteer and school drill could not be combined.

The amount of drill suggested for schools is that comprised in Part I., and some of Part II., in the Field Exercise Book, 1870, under the heads of squad, or recruit, and company drill.

(COPY.)

SIR, War Office, 19th May 1871.

WITH reference to the memorandum left at this Department on the 15th ultimo, I am directed by Mr. Secretary Cardwell to acquaint you, for the information of the Lord President, that there will be no

objection on his part to the employment, with the approval of their commanding officers, of serjeants of the permanent staff of Militia and Volunteers, in the vicinity of schools, in drilling the boys of such schools on the terms proposed.

I have the honour to be, &c.

Sir F. R. Sandford, Secretary, Committee of Council on Education. (Signed) NORTHBROOK.

17. *Article* 28.

INSTRUCTIONS to INSPECTORS on the EXAMINATION of CHILDREN in PUBLIC ELEMENTARY SCHOOLS.

SIR, Education Department, 8th May 1871.

MANY of Her Majesty's Inspectors will long ago have considered and come to their own conclusions on the chief points of detail, connected with the examination of children under the Standards; but the following practical hints, which past experience has suggested, may be useful, at a time when so large an addition is being made to the staff of officers employed in inspecting schools.

STANDARD I.—Using the book in which the class has been taught to read, each child may be tried in *two* or *more* places in the book. This has been done rapidly in some cases thus: all the children in the Standard are formed into a line according to their places in the schedule and not having anything in their hands but their slates, on which they have done their sums and transcription, they pass the Inspector one by one; as each comes up he hands his slate to the Inspector, who gives him the book open, and points where he is to read; while listening to the reading, the arithmetic and writing can be marked on the schedule; the Inspector turns rapidly over a few pages of the book and the child reads again; he then gives back the book, takes his slate, and goes to his place, while the next child comes up, gives his slate, and is dealt with in the same manner.

The writing, which in this Standard will generally be on slates, should be chiefly judged as *handwriting*, and the handwriting and correctness of transcription and dictation should jointly determine *a pass*. They ought in this stage *both* to be satisfactory in order to pass.

It is best to dictate the sums; if the children are too close together for satisfactory examination two sets of sums should be given alternately, so that each child's neighbour may have sums different from those which he has himself. When cards are used this trouble is avoided, but numbers printed in words, and not in figures, are likely to puzzle the younger children in this Standard, and looking over the sums is more tedious. The results of two sums in addition and two sums in subtraction may be easily carried in the memory, and no more are wanted for the dictation of a double set.

No mechanical devices, however, will stop dishonest practices on the day of examination, in a school which has not been carefully and honestly taught throughout the year. An inspector will be justified in recommending a reduction of the grant to a school in which the children are found to have copied from each other.

STANDARD II.—The elementary reading book may be selected by the Inspector. This need not therefore be the book used by the children; a small book carried in the pocket, which is fairly up to the Standard III. of (Revised Code) 1870, or an easy paragraph of equivalent difficulty from a page torn out of some story book, will do, if the children read to the Inspector in the way described under Standard I. It is, of course, obvious that the Inspector must take care not to bring the same book

twice to the same school, for the probability is that his book will be chosen when a new series is wanted.

So many interesting and well-printed story books are daily produced by the publishers, that there can be no difficulty in finding, and constantly changing the books to be used in this, and the next two Standards, when examining schools in which the supply of books is insufficient.

Children learn to read by imitating the tones and emphasis with which a passage is read to them by their teacher, but to carry out such a system of instruction managers must provide not only good books, but a variety of them, for the use of each class. Without such a provision the teacher's work is wasted.

Children ought not to read the same book over and over again. If they are made to read, or to hear read, the same pages day after day, they commit long passages to memory and repeat them when required to do so, often without looking at the book, save now and then.

This is not reading; it is a mere mechanical drudgery, which no good teacher would tolerate. Children ought to be made familiar with fresh combinations of words in every lesson.

There ought to be several distinct sets of books supplied to each class, and when one set has been read through, a fresh set should take its place. These books, moreover, should not be made up of pages of words of a similar length or sound, nor of so called sentences to which no meaning can be attached. They should consist of narratives in which children can take interest and find amusement.

Children ought not to stumble in reading, but be able to read on slowly, and if they come to a strange word to pronounce it accurately after a pause; if they cannot pronounce a word after spelling it, but look at the Inspector, they have been badly taught. They should articulate clearly and read intelligibly, though a little difficulty in doing so may be fairly allowed to pass.

The writing of this Standard, which should consist of children under nine years of age, will probably be much better done on states than on paper, but they ought to have begun writing on paper. You should therefore inquire if the children can write on paper their sums and dictation, and if the managers do not object let them do so; but if any objection is made you should not insist on it on the occasion of your first inspection. If the children have been properly taught, they will be prepared for any style of examination within the limits of the Standard; and teachers should not be allowed to plead that they have been accustomed to any particular method of examination, if an inspector chooses to follow another plan. In all the higher Standards the exercises in arithmetic and writing should be done on paper, so that you can examine them and mark the schedule either in the school or at home, as is most convenient.

Dictation of the sentence, which should be first read over once to the class distinctly, so that they may be supposed to understand what it means, may be given by yourself or by any teacher whom you appoint, *who stands fixed at a proper distance from the class*, and implicitly follows the directions of Article 28. The sentence must not consist of only a few words, but should extend to at least five or six lines.

Writing on slates at this stage will, *as handwriting*, generally pass; you must, therefore, rigidly adhere to your maximum number of mistakes in spelling (according to the length of the piece dictated, and the words occurring in it), and refuse to pass those who exceed.

If the children have written on paper they will have had more difficulty to contend with; but if you enlarge the maximum number of

allowable mistakes in this case, you should also take into more strict account the character of the handwriting.

The arithmetic questions should not involve the giving out of numbers of more than *five* figures.

STANDARD III.—The remarks on reading under the previous Standard should be remembered here. Increased quickness and more intelligence should be looked for, and a fair power of pronouncing at sight words which have some difficulty.

Take care that the sentence 'from the same book,' under "Standard III. writing," may fairly be proposed to the class for correct spelling, and that it involves no 'catches.' The result should be judged by handwriting and correct spelling jointly.

This is the first stage in which it is *requisite in all cases* that the children should write on paper. It is well to avoid any artificial rule or personal preference for any style of handwriting. Round, large, clear handwriting has gained ground in many schools, but it has much prejudice to encounter on the part of parents, who are not impressed by it as they should be. You should take this into account. If the handwriting is easily legible, and uniform, it should be called good, whatever its style. If it be easily legible but is irregular, or if it be hard to read though regular, it should only be called fair. If hard to read, and irregular, it is bad. Supposing a child's dictation contains three errors in spelling (the full number of allowable mistakes which you had determined on) and the handwriting is only fair, this ought not to secure a pass. One mistake above the maximum allowed for a pass in spelling may be counterbalanced by the handwriting being good, and so secure a pass.

Freedom from error in spelling, if the handwriting is bad, ought not to secure a pass, the mechanical art of writing in this Standard being of much importance.

The sums in arithmetic in *Standard III.* should not involve large numbers. If you wish to secure plenty of work it is better to give several short sums than one long one. Sums of money which the children can comprehend, and questions which involve dealing with money, according to their circumstances and experience, will always be the most suitable. It will be well also to introduce here, if not earlier, questions which call upon the child's reasoning power as to how they should be solved; and not 'mere' sums, requiring numerical accuracy only.

Example.—John gives Thomas a dozen and a half of eggs, at 3 for 4*d.*, and receives from him two loaves at 8*d.* each, how much does Thomas still owe to John? Children in good schools will learn to do such sums mentally; and it is a considerable help to their powers of accuracy, and a good exercise, to put down on paper the steps which they can accomplish rapidly in the mind.

STANDARD IV.—Reading books in use in schools too often contain very little poetry, others contain large quantities of doggerel verse. Both are objectionable for this exercise, which will be most satisfactory and decisive if the children read from a well printed book or sheet which you hand to them singly, no one *looking over what comes next.* A few questions on the meaning of words, or of what has been read, should be put to the children in the higher Standards, as a test of their intelligence.

Writing from dictation should involve both poetry and prose in this and the next Standard.

Arithmetic in this Standard must include the present system of weights and measures, but there is no need to make it unduly onerous

(see *note* to this Standard in the Code). A chart of the metric system should be hanging on the school walls. The *decimal* system is so simple that it will be learned in a day or two, and the plan of decimalising any common unit is excellent for showing the advantage of the uniform plan, *e.g.* express large weights in cwt. and decimals of the cwt.; small weights in lb. and decimals of the lb.; length by yard and decimals of the yard. Familiarity with such examples will ultimately lead all to see the advantages of the decimal and then of the metric system, or some system equivalent to it in principle.

STANDARDS V. AND VI.—There is no need to say anything on the qualifications of good reading under these Standards, as they suggest themselves to the judgment of educated persons.

In writing under Standard VI., the "theme" will sometimes be a difficulty, because it is supposed to be constructed according to certain strict rules, and the paraphrase is an exercise which in indifferent hands often amounts to turning good English into indifferent English, so that unless you have a superior school, in which the upper class can undertake either a theme, letter, or paraphrase, the "letter" will probably be the exercise you will require.

If the children are dull you may have to suggest a subject; you may have to read them a story and tell them to reproduce it in their own words; or set up a school picture before them, and tell them to describe what they see; or some similar method of helping them to perform the task.

In arithmetic the question should correspond with the wants of working men; wages, interest on money put into the savings bank, accounts of work, division of payment for work among a gang according to the time each has given to it, rates on small tenements, profit and loss on joint ventures, freight charges by rail or by sea, &c., will serve as instances.

Extra Subjects.—You will observe that each child is to make an individual "pass" in these subjects (not more than *two*); the examination is no longer to be by classes, nor is the former limit of 8*l.* maintained.

In the course of this year teachers will probably consult you on the scheme they propose to adopt for the next (see New Code, p. 19, schedule IV.); for the present year, they will have to depend on your approval at the time of examination of the system adopted.

You will be careful to remind them that the "specimens" given in the schedule are not meant to be compulsory examples; and if you are satisfied that any variation from them is an improvement, you will be glad to give your approval.

All examinations on these subjects should be on paper, for a *vivâ voce* examination in large schools will be impossible with any fairness or reasonable speed; reading or repetition (as under the head *Language*) alone excepted.

If in geography children show "maps" which have been done by them, be sure *to write your name on them with the date*, that they may not be produced a second time; drawings in other subjects should all be initialed and dated, so that you or the succeeding Inspector may only have before him the genuine work of the school year.

Although "music" is not recognised as one of the extra subjects, you will in all cases, where the teacher can produce it, expect class-singing by ear; and you should reckon the discipline of a school imperfect in which a certain amount of drill is not part of the school routine.

If time is set down on the "Time Table" for drill, you should see the boys put through their exercises.

Unless these exercises are satisfactory, you will remind the managers that the time taken for them under Article 24 may be disallowed, and you will call attention to the third section in the Minute of the 20th of March 1871, which provides that grants to day schools which fall due after the 31st of March 1872, shall be reduced by one shilling per scholar, according to the average number in attendance throughout the year, in those cases in which the Inspector does not report that vocal music forms a part of the ordinary course of instruction.

INFANT SCHOOLS.—The inspection and examination of infant schools will differ in some degree from the practice of past years; but only in the fact that the children who would have been presented in Standard I. (Revised Code, 1870) will now not be individually paid for, according to passes. The first class of children in the infant school ought, however, to be strictly examined, and if every fourth child is called out (or some convenient proportion), such children ought to be able to pass *at least* as much as individual children did in that Standard. You will observe (*New* Code, 19 B. 2) that *no child above seven years of age* can be reckoned for the 10*s.* grant (19 B. 1 *b.*). If children above seven are found in the infant school—which ought rarely to be the case—they may be sent in for examination with the children in the boys' and girls' school in (New Code) Standard I.

I have the honour to be, &c.

F. R. SANDFORD.

18. *Article* 88.

CIRCULAR TO THE PRINCIPALS OF TRAINING SCHOOLS.

SIR, Education Department, 17th January 1871.

THE managers of several training schools under inspection have applied to the Education Department for a relaxation of the conditions laid down in Articles 98 and 102[1] of the present code (1870).

In the New Code, which will be submitted to Parliament early in the ensuing session, my Lords propose to introduce an article temporarily suspending the requirement (Article 98) of two years' residence in a college, and sanctioning the payment of a grant, under Article 99, for any student trained during the years 1870, 1871, and 1872, who having successfuly completed an engagement as a pupil-teacher before admission (Article 105*b*), is appointed, with the concurrence of the college authorities, to the charge of a school after one year's residence.

Their Lordships attach so much importance to the completion of a two years' course of training, that they have agreed to propose this change with great reluctance. They do so only with the view of enabling the colleges to meet the present very exceptional demand for a supply of teachers, to take charge of the numerous schools coming under inspection. They consider that the range of instruction of such students as are sent out after one year's training, should be complete as far as it goes, and therefore, that in school management, Geography, and English Grammar, they should be prepared to answer additional questions, which will be prepared specially for them in the examination papers for first year students, at Christmas 1871 and 1872. * They should also be presented at the inspection of the college to Her Majesty's Inspector, who will report on their skill as teachers of classes, as is now done for second year students.

My Lords also propose to cancel Article 102[1].

If the authorities of your college are willing to run the risk of anticipating the decision of Parliament as to the former of these changes,

* See annexed Memorandum.

they are at liberty to do so. But it must be distinctly understood that they will act, in this matter, upon their own responsibility, and that if the proposed change is not confirmed by Parliament the Education Department will not be able to make a grant to the college in respect of any one year's student who leaves to take charge of a school.

My Lords are not prepared to make the same concession, at present, in respect of Article 102[1].

If the authorities of any college wish to admit more students than that article allows, they must submit a definite proposal to that effect, stating the number of additional students they wish to receive, and forwarding a detailed account, accompanied by plans, of the arrangements which they undertake to make, for accommodating in the dormitories, dining-room, and class-rooms, this increased number of students, and any additional staff of teachers who may be required (Article 95). This proposal, after it has been examined by the architect of this department, will be referred to the Inspector who visits the college in the course of the ensuing year, and my Lords must await his report before coming to any decision in the matter. They will not be able to recognise a college as entitled to a grant for 1871, in respect of any students who may be admitted beyond the present limits. If any extension is eventually allowed, it can take effect only from 1st January 1872.

I have the honour to be, &c.

F. R. SANDFORD.

MEMORANDUM.

The special questions to be prepared for students who leave training colleges after one year's residence, to take charge of schools, will include the following subjects:—

FOR MALE CANDIDATES.

In school management—

The following subjects in the second year's course, viz.—

2a. The different methods of organising an Elementary School.

2b. The form of, mode of keeping, and making returns from, school registers.

In geography—

A general knowledge of the British Colonies.

Some elementary notions of Physical and Mathematical Geography.

In grammar—

Analysis of sentences.

The language and subject matter of Gray's Odes; *or*, Dryden's Æneid, Book II.

FOR FEMALE CANDIDATES.

In school management—

The following subjects in the second year's course, viz.—

2a. The different methods of organising an Elementary School.

2b. The form of, mode of keeping, and making returns from, school registers.

In geography—

The British Empire and its Dependencies (maps not required).

In grammar—

The language and subject matter of the selected portions of Scott, Thomson, or Goldsmith.

SYLLABUS OF SUBJECTS OF EXAMINATION FOR CHRISTMAS 1871.

The Examination for Certificates will commence on Tuesday, the 12th of December 1871.

SYLLABUS FOR MALE CANDIDATES.

Subjects in which Students in Training Schools will be examined.

This syllabus shows the extent of the examination, but acting teachers may obtain certificates (Articles 44 and 50), who can answer plain and simple questions confined to the following subjects. They will find such questions in the examination papers, with directions that they need not attempt more.

1. English history (leading facts).
2. Geography (elements of, and British).
3. Arithmetic (as far as practice, neat and without failure).
4. English composition, spelling, and parsing.
5. The management of a school.

All candidates must pass reasonably well in reading and handwriting.

Acting teachers may, at their option, take the papers of the first or second year.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates.

Reading, and Repetition from Memory.

First Year.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 lines of poetry, some of which he will be called upon to repeat.

Second Year.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences. Each *student* must have learned at least 300 lines of poetry, or 200 lines of prose, in addition to what he has learned in the first year, and will be called upon to repeat some part.

Penmanship.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the examination papers.

Second Year.

As in first year, but defects more severely visited with loss of marks.

Note.—Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

School Management.*

First Year.

1. To answer questions on the best methods of teaching reading, spelling, writing, arithmetic, and other common subjects of elementary instruction.
2. To answer questions on the art of oral teaching generally.
3. To draw up time tables for use in a school under given circumstances, and to answer questions on the form of, mode of keeping, and making returns from, school registers. (*Students* of the first year, who are proceeding to a second year's residence, may omit *this part* of the paper.)

Second Year.

1. To teach a class in the presence of the Inspector.†
2. To answer questions in writing on the following subjects :—
   a. The different methods of organizing an elementary school.
   b. The form of, mode of keeping, and making returns from, school registers.
   c. The mode of teaching geography, history, and grammar.
3. Questions of moral discipline.

Grammar and Composition.

First Year.

1. The elements of grammar, including questions on Latin Accidence.
2. To parse a passage from Gray's Odes and Elegy, *or* Dryden's translation of *Æneid*, Book II. (*December* 1871).‡
3. To paraphrase parts of a passage from the book selected (1871), and to convert it into the order of prose.
4. To write plain prose upon a given subject.

Second Year.§

1. To paraphrase (*December* 1871) a passage from Spenser's *Faerie Queene*, second half of Book I., *or* from Shakespeare's *King John*.‡
2. To analyse the same passage.‖
3. To answer questions on the language, style, and subject-matter of the work chosen for paraphrase and analysis.
4. To write plain prose upon a given subject.

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* Passages taken from the Reading Lesson Books commonly used in schools, may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† Students of the second year who are to be examined on the papers of the first year (Article 105) must teach a class like other students of the second year.

‡ A passage from *each* author will be given; *either* (not both) may be taken by the candidate. The work selected should be carefully read through in short portions, *in illustration of the English grammar used.*

§ *Instead of* (1) *and* (2), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin prose (Cæsar) into English prose. 2. Parsing and syntax of the same passage. 3. The translation of short English sentences into Latin prose. *Instead of* (3), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin verse (Virgil) into English prose. 2. Parsing and syntax of the same passage.

‖ This subject may be studied in "The Analysis of Sentences explained and simplified" (Longmans), or in many of the recently published grammars.

GEOGRAPHY.

First Year.

1. To be able to describe * and draw † the map of the four quarters of the globe, and the map of each country in Europe (that of Great Britain in fuller detail).

2. To answer questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1871, *North America.*

Second Year.

1. Physical,
2. Political, } of the British Empire.
3. Commercial,

4. Elementary propositions in Geography, which depend upon Astronomy for explanation.‡

HISTORY.

First Year.

The outlines of the History of England.

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

Second Year.

Questions such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.). The paper will be divided into six sections, each section containing not less than five questions. The sections will include (1) the death of Henry III.; (2) Battle of Bosworth; (3) death of Queen Elizabeth; (4) 1660; (5) 1789; (6) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to master *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

ARITHMETIC.

First Year.

1. To work sums both mentally and on paper.
2. To prove the rules.
3. To form the figures well, and arrange them accurately.

Second Year.

1. As in first year, but defects in method and neatness more severely visited with loss of marks.
2. Questions which involve an elementary knowledge of algebra, including the solution of simple and quadratic equations.

GEOMETRY.

First Year.

The first two books of Euclid, with simple deductions from the propositions.

Second Year.

Euclid, Books i.—iv., with simple deductions from the propositions.

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* The term "describe" is confined to *words*, as distinguished from *drawing*.

† The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

‡ This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy, in Lardner's Cabinet Cyclopædia (Longmans), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals, and most of the Text Books of Geography contain a chapter upon the same subject.

Economy.

First Year.

Elementary questions in sanitary, mechanical, and other practical science of common application. The 4th and 5th Book in the Reading Series of the Christian Knowledge Society, and in that of the Irish Commissioners, contain matter to which these questions will have reference. Similar matter may be found in other Reading Lessons published for schools.

Second Year.

Elementary Questions in Political Economy. The elementary works on this subject, published of late years for use in schools, contain matter to which these questions will have reference. No value for papers marked below *Fair*.

Vocal Music.

First Year.

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.
2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Second Year.

As in first year, but no value for papers marked below *Fair*.

Note.—This paper is not given to any student who does not produce a certificate signed by the principal of the Training School *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training schools* under inspection some time in November, and at the various *local drawing schools* in connexion with the Science and Art Department at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

First Year.

All or any of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857 :—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Delineation of large letters, numbers, diagrams, and other objects on the black board. Students, *who wish to perform this exercise, No. 5, must do so either before* the Art Inspector *in November of their* first *year, or before* Her Majesty's Inspector (*as part of their class teaching*) *in their* second *year*. Acting teachers, *who wish to perform it, can do so either at a* Training School, *in November, or before one of the Inspectors of the Science and Art Department, during his visit to a* School of Art or Night Class.

Second Year.

As in first year. (See as to exercise No. 5.)

SYLLABUS FOR FEMALE CANDIDATES.

Subjects in which Students in Training Schools will be examined.

This syllabus shows the extent of the examination, but acting teachers may obtain certificates (Articles 44 and 50), who can answer plain and simple questions confined to the following subjects. They will find such questions in the examination papers, with directions that they need not attempt more.

1. English history (leading facts).
2. Geography (elements of, and British).
3. Arithmetic (as far as practice, neat and without failure).
4. English composition, spelling, and parsing.
5. The management of a school.

All candidates must pass reasonably well in reading, handwriting, and needlework.

Acting teachers may, at their option, take the papers of the first or second year.

Teachers of infants will find questions specially bearing on the teaching of infants.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates.

READING, AND REPETITION FROM MEMORY.

First Year.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 200 lines of poetry, some of which she will be called upon to repeat.

Second Year.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long, or involved sentences. Each *student* must have learned at least 200 lines of poetry, in addition to what she has learned in the first year, and will be called upon to repeat some part.

PENMANSHIP.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the examination papers.

Second Year.

As in first year, but defects more severely visited with loss of marks.

NOTE.—Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

School Management.*

First Year.

1. The methods and principles of elementary teaching.
2. Notes of lessons.
3. To answer questions on the form of, mode of keeping, and making returns from, school registers. (*Students* of the first year, who are proceeding to a second year's residence, may omit *this part* of the paper.)
4. Special subjects for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants :—
   a. Method of teaching infants, and of conducting an infant school.
   b. Notes of object lessons;—such as common domestic processes; functions of the human body; common plants, animals, and minerals—their appearance and use.

Second Year.

1. To teach a class in the presence of the inspector.†
2. To answer questions in writing on the following subjects :—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making returns from, school registers.
3. Questions of moral discipline.

Note.—Only a per-centage of the marks for these exercises will be given in the case of those students (of the second year)† who do not present a certificate signed by the mistress of the practising school or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the Training School, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

Grammar and Composition.

First Year.

1. Parsing and analysis of simple sentences.
2. An explanation in clear and simple language of a passage from Goldsmith, Scott, *or* Thomson (*alternative*).

The examples for these exercises will be taken in 1871 from the *first* canto of *The Lady of the Lake*, from *Winter* of Thomson's Seasons, and from Goldsmith's *Traveller and Deserted Village* (*together*). *One* only of the authors named may be selected by candidates.

3. To write plain prose upon a given subject.

Second Year.

1. Parsing and analysis of sentences.
2. An explanation in clear and simple language of a passage from Campbell, Wordsworth, or Milton (*alternative*).

The examples for these exercises will be taken in 1871 from *Samson Agonistes*, from Campbell's *Pleasures of Hope*, and from the *first* book

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* Passages taken from the reading lesson books commonly used in schools, may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† Students of the second year who are to be examined on the papers of the first year must teach a class and present a certificate of practical skill like other students of the second year. *Students* seeking to pass under Article 87 must also teach a class and present a certificate of practical skill.

of Wordsworth's *Excursion*. *One* only of the authors named may be selected by candidates.

3. To write plain prose upon a given subject.

GEOGRAPHY.*

First Year.

1. Elementary knowledge of the shape, size, and motions of the earth, and of the distribution of land and water upon its surface.
2. The physical and political geography of Great Britain and Ireland.
3. Map drawing, confined to this subject.

Second Year.

1. The British Empire and its dependencies.
2. The physical and political geography of Europe.
3. Map drawing, confined to these subjects.

HISTORY.†

First Year.

Elementary facts and general outline to the accession of the Tudors.

Second Year.

Elementary facts and general outline from the accession of the Tudors to the present time.

The papers will contain questions on the history of Scotland.

ARITHMETIC.

First Year.

1. The first four rules.
2. Practice and bills of parcels.
3. Simple proportion.
4. Vulgar fractions.
5. Decimal fractions.
6. An exercise in mental arithmetic.

The figures must be well formed and accurately arranged.

Second Year.

1. As in first year, but defects in method and neatness more severely visited with loss of marks.
2. Simple interest.

SEWING AND CUTTING OUT.

First Year.

To cut out, and make, parts of a shirt.

Second Year.

The work of a needlewoman in various branches applicable to the family of a working man.

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* No questions will be set except such as can be answered from text books in common use.

† All questions set will be such as can be answered from text books in common use, except that the final section will embrace subjects respecting the progress of the country, and the national changes in food, clothes, dwellings, locomotion, &c. The final section will be set, this year (1871), as an *alternative* to one of the other sections, so that, without it, full marks may be obtained for the paper.

Domestic Economy.

First Year.

1. Clothing. 2. Food. 3. Cooking. 4. Laundry.

Second Year.

1. Duties of servants.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

One paper will be set for both years.

Note.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Vocal Music:

First Year.

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.

2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Second Year.

As in first year, but no value for papers marked below *Fair*.

Note.—This *paper* is not given to any candidate who does not produce a certificate, signed by the principal, that she "*has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*" Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training schools* under inspection some time in November, and at the various *local drawing schools* in connexion with the Science and Art Department, at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

First Year.

All or any of the following exercises for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Delineation of large letters, numbers, diagrams, and other objects on the black board. Students, *who wish to perform this exercise, No. 5, must do so either before* the Art Inspector *in November of their* first *year, or before* Her Majesty's Inspector (*as part of their class teaching*) *in their* second *year.* Acting teachers, *who wish to perform it, can do so either at a* Training School, *in November, or before one of the Inspectors of the Science and Art Department, during his visit to a* School of Art or Night Class.

Second Year.

As in first year. (See as to exercise No. 5.)

*** The questions proposed to students and acting teachers at the examination for certificates at Christmas 1870, as well as the questions proposed to the candidates for admission into training schools, together with lists of those who succeeded in each of the examinations, and the syllabus of subjects of examination for Christmas 1871, are now on sale in an 8vo. pamphlet, price 6*d.*, post free 8*d.*, and may be purchased from Messrs. Longmans and Co., 39, Paternoster Row, London, E.C.

PAPERS relating to ELEMENTARY EDUCATION presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION, 1870–71.

Report to Her Majesty the Queen in Council, 1869–70; with Appendix. [C. 165.] Price 4*s.* 6*d.*

Minutes, &c.

Minute (5 July 1870) further suspending the application of the Revised Code to Scotland. H. C. 335, 1870. Price ½*d.*

Minute (7 February 1871) establishing a New Code of Regulations. [C. 252.] Price 2½*d.*

Minute (7 February 1871) relating to the approval of Time Tables by the Education Department under Section VII. of the Elementary Education Act, 1870. [C. 273.] Price ½*d.*

Minute (20 March 1871) modifying certain Provisions of the New Code (1871). [C. 306.] Price ½*d.*

Syllabus of subjects in which Male and Female Students in Training Schools will be examined in December 1871. [C. 272.] Price 1*d.*

Returns.

Return showing the Parishes in which Alterations have been made in respect of the Number or Accommodation of Schools aided by Parliamentary Grants (in continuation of Paper 162, 1870). (Lord R. Montagu.) H. C. 67, 1871. Price 2½*d.*

Returns of the Specimen Cases prepared by the Education Department of the attendance of children at School for 200 times and 250 times and upwards; &c. (Mr. G. Hardy.) H. C. 83, 1871. Price 1*d.*

Returns (under denominations) of the total number of Building Grants applied for during 1870; and of the total number of applications for Building Grants which remained undisposed of on 1st January 1871. (Mr. Dixon.) H. C. 185, 1871. Price ½*d.*

Return of the expenses attendant upon the election of the School Board for London. (Mr. McArthur.) H. C. 143, 1871. Price ½*d.*

Return (under counties) of all the Civil Parishes in England and Wales not within Municipal Boroughs or the District of the School Board of London, showing the Return made by the local authorities of each Parish, under the Education Act, of the Population of the Parish; &c. (Mr. W. E. Forster.) H. C. 201, 1871. Price 5*s.* 8*d.*

*** The above-mentioned Papers may be purchased from Messrs. Eyre and Spottiswoode, Sale Office, House of Lords, and East Harding Street, Fleet Street; or from Mr. Hansard, 32, Abingdon Street, Westminster, and 13, Great Queen Street, Lincoln's Inn Fields. The order should specify the Parliamentary number of the paper.

APPOINTMENT OF A MEMBER OF THE COMMITTEE OF COUNCIL ON EDUCATION.

(Copied from the London Gazette of 24 March 1871.)

At the Court at Windsor, the 24th day of March 1871.

PRESENT,

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Right Honourable *Charles Viscount Halifax*, to be a Member of the Committee of Council on Education.

ARTHUR HELPS.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(Copied from the London Gazette of 12 August 1870.)

At the Court at Osborne House, Isle of Wight, the 9th day of August 1870.

PRESENT,

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *W. Scott Coward*, Esquire, to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

(Copied from the London Gazette of 24 March 1871.)

At the Court at Windsor, the 24th day of March 1871.

PRESENT,

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Walter Baily*, Esquire, M.A., late Fellow of St. John's College, Cambridge, and *William Edmund Currey*, Esquire, M.A., Fellow and Assistant Tutor of Trinity College, Cambridge, to be two of Her Majesty's Inspectors of Schools in England, and *A. Ogilvy Barne*, Esquire, M.A., of the University of Aberdeen, to be one of Her Majesty's Inspectors of Schools in Scotland.

ARTHUR HELPS.

(Copied from the London Gazette of 16 May 1871.)

At the Court at Windsor, the 16th day of May 1871.

PRESENT,

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the following gentlemen to be 10 of Her Majesty's Inspectors of Schools :—

Robert Frederic Boyle, Esquire, M.A., Fellow of All Souls, Oxford.
Clifton Wilbraham Collins, Esquire, B.A., Magdalen College, Oxford.
Thomas William Danby, Esquire, M.A., Fellow of Downing College, Cambridge.
Thomas King, Esquire, M.A., Fellow of Jesus College, Cambridge.
Albert G. Legard, Esquire, B.A., Balliol College, Oxford.
Dean Parker Pennethorne, Esquire, M.A., Trinity Hall, Cambridge.
Francis W. Percival, Esquire, B.A., Brasenose College, Oxford.
William Peverill Turnbull, Esquire, M.A., Fellow of Trinity College, Cambridge.
Augustus Mongredien Watson, Esquire, B.A., Fellow of Jesus College, Cambridge.
Edward W. Colt Williams, Esquire, B.A., Christ Church, Oxford.

EDMUND HARRISON.

(Copied from the London Gazette of 30 June 1871.)

At the Court at Windsor, the 29th day of June 1871.

PRESENT,

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *John Rhŷs*, Esquire, B.A., Fellow of Merton College, Oxford, to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

INSPECTORS' DISTRICTS, FROM 1st MAY 1871.

(ENGLAND AND WALES.)

(Copied, with additions, from the London Gazette of 20 June 1871.)

N.B.—Where two Inspectors are employed in the same district, the name of the chief Inspector is printed first, and *not* in italics.

No. of District.	Registration County or District.	Her Majesty's Inspectors.	Inspectors of Returns.	Inspectors' Assistants.
	NORTHERN DIVISION.			
1	Northumberland	King, Rev. C. W.	Durnford, R., Esq.	Hunter, J.
2	Cumberland Westmoreland Lancashire 486. Ulverstone	Parez, Rev. C. H.	Gent, J., Esq.	Sparks, J.
3	Durham	Oakeley, H. E., Esq. *Pennethorne, D. P., Esq.*	Westmorland, A., Esq.	Lambton, J. W.
	YORKSHIRE.			
4	North Riding *with* 491. Ripon 492. Knaresboro'	Crabtree, Rev. E. W.	Style, John, Esq.	Thackray, W.
5	East Riding	French, Rev. G.	Rowan, H., Esq.	Dewse, W.
6 *Leeds* District.	490. Pateley Bridge 493. Otley 500. Hunslet 501. Leeds 503. Wakefield 514. Tadcaster	Pickard, Rev. H. A.	Baynes, F. H., Esq.	Taylor, W.
7 *Bradford* District.	487. Sedburgh 488. Settle 489. Skipton 494. Keighley 499. Bradford	Baily, W., Esq.	Codd, H. F., Esq.	Sedgwick, G.
8 *Huddersfield* District.	495. Todmorden 496. Saddleworth 497. Huddersfield 498. Halifax 502. Dewsbury	Wilde, Rev. R.	Prickard, A. O., Esq.	Firth, J.
9 *Sheffield* District.	504*a*. Pontefract 504*b*. Hemsworth 505. Barnsley 506. Wortley 507. Ecclesall Bierlow. 508. Sheffield 509. Rotherham 510. Doncaster 511. Thorne 512. Goole 513. Selby	Watkins, Rev. F. *Legard, A. G., Esq.*	Fitzmaurice, J. G., Esq.	Howard, E. H.
	LANCASHIRE.			
10 *Preston* District.	479. Clitheroe 480. Blackburn 481. Chorley 482. Preston 483. Fylde 484. Garstang 485. Lancaster	Steele, Rev. G.	Doble, C. E., Esq.	Bostock, D.
11 *Warrington* District.	463. Prescot 464. Ormskirk 465. Wigan 466. Warrington 467. Leigh	Coward, W. S., Esq.	Robertson, T. S., Esq.	Glover, T.
12 *Liverpool* District.	461. Liverpool 462. West Derby	Hughes, Rev. H.	Bovell, A., Esq.	Mercer, T. W.
13 *Rochdale* District.	469. Bury 476. Rochdale 477. Haslingden 478. Burnley	Watson, A. M., Esq.	Leech, H. B., Esq.	Sharpe, A.
14 *Salford* District.	468. Bolton 470. Barton-upon-Irwell. 472. Salford	Brodie, E. H., Esq.	Robbins, L. G. G., Esq.	Northrop, W.
15 *Manchester* District.	471. Chorlton 473. Manchester 475. Oldham *with* Isle of Man	Kennedy, Rev. W. J. *Turnbull, W. P., Esq.*	Blakesley, G. H., Esq.	Kay, J.

No. of District.	Registration County or District.	Her Majesty's Inspectors.	Inspectors of Returns.	Inspectors' Assistants.
	WESTERN DIVISION.			
16	Flint Denbigh	Rhŷs, J., Esq.	—	—
17	Anglesey Carnarvon Merioneth	Watts, Rev. E. T.	Kynnersley, E. M. Sneyd, Esq.	Roberts, E.
—	Montgomery (*See* Salop).			
18	Cardigan Pembroke	Williams, W., Esq.	Green, T. W., Esq.	—
19	Carmarthen Brecon	Pryce, Rev. S.	Mozley, J. R., Esq.	Hamer, D.
20	Glamorgan *except* 582. Merthyr Tydfil	Binns, Rev. B. J.	Balmer, J. P., Esq.	Rees, G.
21	Radnor Hereford Gloucester 334. Westbury-on-Severn. 335. Newent.	Williams, E. W. Colt, Esq.	Lindsell, H. M., Esq.	Seer, A.
22	Monmouth Glamorgan 582. Merthyr Tydfil	Waddington, H., Esq.	Hall, W. E., Esq.	Meggs, W. T.
	CHESHIRE.			
23 *Stockport* District.	452. Stockport 453. Macclesfield 454. Altrincham *with* Lancashire 474. Ashton-under-Lyne.	Lomax, Rev. J.	Davenport, H. T., Esq.	Clague, W. L.
24 *Chester* District.	455. Runcorn 456. Northwich 457. Congleton 458. Nantwich 459. Great Boughton. 460. Wirrall	Smith, Rev. H.	Gleadowe, T. S., Esq.	Williams, T.
25	Salop Montgomery	Temple, Rev. R.	Jebb, A. T., Esq.	Hughes, M.
26	Gloucester *except* 334. Westbury-on-Severn. 335. Newent	Bowstead, J., Esq. *Collins, C. W., Esq.*	Kenney, E. M., Esq.	Davies, D. J.
27	Wilts	Fraser, Rev. S. J. G.	Skene, W. B., Esq.	—
28	Hants (*except* 100. Lymington 101. Christchurch 102. Ringwood 103. Fordingbridge) *and* Channel Islands	Warburton, Rev. W. P. *Danby, T. W., Esq.*	Lee, F., Esq.	Barnes, R.
29	Dorset Hants 100. Lymington 101. Christchurch 102. Ringwood 103. Fordingbridge	Tregarthen, Rev. W. F.	Traill, H. D., Esq.	—
30	Somerset	Barry, Rev. H. B. *Boyle, E. F., Esq.*	Williams, J. H., Esq.	—
	DEVONSHIRE.			
31 *Plymouth* District.	283. Newton Abbot 284. Totnes 285. Kingsbridge 286. Plympton, St. Mary. 287. Plymouth 288. East Stonehouse. 289. Stoke Damarel 290. Tavistock 298. Holsworthy *with* Cornwall 299. Stratton	Arnold, Rev. E. P.	Barham, F. C., Esq.	Mulhall, W.
32 *Exeter* District.	Rest of Devon	Howard, Rev. W. W.	Pennell, G. B., Esq.	Turner, W.
33	Cornwall *except* 299. Stratton	King, T., Esq.	Aikin, E., Esq.	Gill, J.
	EASTERN DIVISION.			
34	Worcester	Hernaman, Rev. J. W. D.	Pooley, H. F., Esq.	Pember, J.

No. of District.	Registration County or District.	Her Majesty's Inspectors.	Inspectors of Returns.	Inspectors' Assistants.
35 *South Stafford* District.	Stafford 378. Penkridge 379. Wolverhampton. 380. Walsall 381. West Bromwich. 382. Dudley	Sandford, Rev. H. R.	Walker, A., Esq.	Lewis, C.
36 *North Stafford* District.	„ The remainder	Wilkinson, Rev. F.	Buckley, H. B., Esq.	Knight, R.
37	Derby	Blandford, Rev. J. J.	Lambert, P. B., Esq.	Briggs, J. W.
38	Nottingham Lincoln 421. Stamford 422. Bourn 427. Grantham	Sewell, Rev. C.	Wilkinson, E., Esq.	Adlard, J.
39	Leicester Rutland	Blakiston, Rev. J. R.	Millett, H. H., Esq.	Worley, P.
40	Lincoln *except* 421. Stamford 422. Bourn 427. Grantham	Cornish, Rev. F. F.	Gaskell, R., Esq.	Mills, F. C.
41	Northampton	Currey, W. E., Esq.	Myers, F. W. H., Esq.	Simpson, T.
42	Norfolk *except* 245. Freebridge Lynn. 246. King's Lynn 247. Downham 248. Swaffham	Synge, Rev. F.	Hamilton, R., Esq.	Syder, G.
43	Suffolk	Alington, Rev. H. G.	Wallace, W. S., Esq.	Kefford, W.
44	Cambridge Norfolk 245. Freebridge Lynn. 246. King's Lynn 247. Downham 248. Swaffham	Stewart, Rev. D. J.	Phelps, E. L., Esq.	Anstead, W. H.
45	Huntingdon Bedford	Johnstone, Rev. C. F.	Vertue, C. E., Esq.	Mercer, H. D.
46	Hertford Essex 208. Braintree 209. Dunmow 210. Saffron Walden.	Robinson, Rev. C. J.	Hilton, W. K., Esq.	Baldrey, W.
47	Oxford Buckingham	Bellairs, Rev. H. W. *Percival, F. W., Esq.*	Yarde, W. B. S., Esq.	Eley, T.
48	Berkshire	Du Port, Rev. C. D.	Seymour, H. H. C., Esq.	Pearce, T. W.
49 *Birmingham* District.	Warwick 394. Birmingham 395. Aston	Scoltock, W., Esq.	Munby, F. J., Esq.	Challens, E.
50 *Warwick* District.	„ The remainder	Capel, Rev. H. M.	Wiggin, H. R., Esq.	—

METROPOLITAN DIVISION.

51	Essex *except* 208. Braintree 209. Dunmow 210. Saffron Walden.	Gream, Rev. N.	Holgate, W., Esq.	Finch, A.
52 *West Kent* District.	Kent 49. Bromley 50. Dartford 51. Gravesend 52. North Aylesford 53. Hoo 54. Medway 55. Malling 56. Sevenoaks 57. Tunbridge Sussex 75. Rye 76. Hastings 77. Battle 80. Ticehurst	Moncreiff, Rev. G. R.	Moncreiff, F. C., Esq.	Emmerson, J.

No. of District.	Registration County or District.	Her Majesty's Inspectors.	Inspectors of Returns.	Inspectors' Assistants.
53 *East Kent* District.	Kent 58. Maidstone 59. Hollingbourne 60. Cranbrook 61. Tenterden 62. West Ashford 63. East Ashford 64. Bridge 65. Canterbury 66. Blean 67. Faversham 68. Milton 69. Sheppey 70. Thanet 71. Eastry 72. Dover 73. Elham 74. Rumney Marsh	Routledge, Rev. C. F.	Willis, J. A., Esq.	Brown, H.
54	Sussex *except* 75. Rye 76. Hastings 77. Battle 80. Ticehurst	Koe, Rev. R. L.	Wylie, J. H., Esq.	Crocker, W. H.
55	Surrey 37. Epsom 38. Chertsey 39. Guildford 40. Farnham 41. Farnborough 42. Hambleton 43. Dorking 44. Reigate 45. Godstone 46. Croydon 47. Kingston 48. Richmond	Byrne, Rev. J. R.	Browne, T. Ll. M., Esq.	Shilton, F. J.
	LONDON. *The Division of*			
56	Westminster *with* Middlesex 135. Hendon 136. Barnet 137. Edmonton	Arnold, M., Esq.	Judd, J. W., Esq.	Healing, T.
57	Chelsea *with* Middlesex 132. Staines 133. Uxbridge 134. Brentford	Campbell, Rev. W.	Wingate, A., Esq.	Crofts, H.
58	Marylebone	Alderson, C., Esq.	Coleridge, A. D., Esq.	Martin, W.
59	Finsbury	Fussell, Rev. J. G. C.	Allen, J. H., Esq.	Mackenzie, J.
60	Hackney	Mitchell, Rev. M.	Gaskell, C. G. M., Esq.	Bilton, C.
61	Tower Hamlets	Renouf, P. le Page, Esq.	Beadon, R. J., Esq.	Morris, W.
62	City Greenwich	Morell, J. D., Esq.	Meiklejohn, J. M. D., Esq.	—
63	Southwark	Stokes, S. N., Esq.	Wood, J., Esq.	Harden, M.
64	Lambeth	Sharpe, Rev. T. W.	Swettenham, R. P. A., Esq.	Dugard, F.

HER MAJESTY'S INSPECTORS OF TRAINING SCHOOLS.

For Schoolmasters - Cowie, Rev. B. M.

For Schoolmistresses - Tinling, Rev. E. D

INSPECTORS' HEAD QUARTERS.

England and Wales.

Her Majesty's Inspectors.	No. of District.	Division.	Head Quarters.
Alderson, C. H., Esq.	58	M.	40, Beaufort Gardens, South Kensington, S.W.
Alington, Rev. H. G.	43	E.	13, Henley Road, Ipswich.
Arnold, Rev. E. P.	31	W.	8, Esplanade, Plymouth.
Arnold, M., Esq.	56	M.	Byron House, Harrow.
Baily, W., Esq.	7	N.	24, Hyde Terrace, Leeds.
Barry, Rev. H. B.	30	W.	7, Burlington Street, Bath.
Bellairs, Rev. H. W.	47	E.	Apsley, Oxford.
Binns, Rev. B. J.	20	W.	2, Cleveland Terrace, Swansea.
Blakiston, Rev. J. R.	39	E.	Rugby.
Blandford, Rev. J. J.	37	E.	Spondon, near Derby.
Bowstead, J., Esq.	26	W.	Hyde House, Chalford, Gloucestershire.
Boyle, R. F., Esq.	30	W.	77, Pulteney Street, Bath.
Brodie, E. H., Esq.	14	N.	2, York Place, George Street, Cheetham Hill, Manchester.
Byrne, Rev. J. R.	55	M.	Overdown, South Norwood Park, S.E.
Campbell, Rev. W.	57	M.	30, Westbourne Park, W.
Capel, Rev. H. M.	50	E.	11, Carpenter Road, Birmingham.
Collins, C. W., Esq.	26	W.	Education Department, Whitehall, S.W. (*temporary*).
Cornish, Rev. F. F.	40	E.	Sixhills, Market Rasen.
Coward, W. S., Esq.	11	N.	49, Bedford Street North, Liverpool.
Cowie, Rev. B. M.	—	—	127, Harley Street, Cavendish Sq., W.
Crabtree, Rev. E. W.	4	N.	Coniscliffe Lane, Darlington.
Currey, W. E., Esq.	41	E.	New University Club, St. James's Street, S.W. (*temporary*).
Danby, T. W., Esq.	28	W.	Burlington House, Southsea.
Du Port, Rev. C. D.	48	E.	2, Albion Place, Reading.
Fraser, Rev. S. J. G.	27	W.	30, High Street, Salisbury.
French, Rev. G.	5	N.	Heworth Green, York.
Fussell, Rev. J. G. C.	59	M.	55, Victoria Street, S.W.
Gream, Rev. N.	51	M.	Springfield Dukes, Chelmsford.
Hernaman, Rev. J. W. D.	34	E.	Ranelagh House, Malvern Link.
Howard, Rev. W. W.	32	W.	9, Baring Crescent, Exeter.
Hughes, Rev. H.	12	N.	13, Fitzclarence Street, Liverpool.
Johnstone, Rev. C. F.	45	E.	Bedford.
Kennedy, Rev. W. J.	15	N.	21, Ardwick Green, Manchester.
King, Rev. C. W.	1	N.	South Bailey, Durham.
King, T., Esq.	33	W.	Education Department, Whitehall, S.W. (*temporary*).
Koe, Rev. R. L.	54	M.	Brighton.
Legard, A. G., Esq.	9	N.	201, Bath Buildings, Glossop Road, Sheffield.
Lomax, Rev. J.	23	W.	Marton, Congleton.
Mitchell, Rev. M.	60	M.	50, Pall Mall, S.W.
Moncreiff, Rev. G. R.	52	M.	St. Mary Cray, Chislehurst, Kent.
Morell, J. D., Esq.	62	M.	Holyrood House, Beckenham, Kent.
Oakeley, H. E., Esq.	3	N.	25, North Bailey, Durham.
Parez, Rev. C. H.	2	N.	3, St. George's Crescent, Stanwix, Carlisle.
Pennethorne, D. P., Esq.	3	N.	49, South Street, Durham.
Percival, F. W., Esq.	47	E.	33, High Street, Oxford.
Pickard, Rev. H. A.	6	N.	Gledhow Lodge, Leeds.
Pryce, Rev. S.	19	W.	Cambray House, Carmarthen.
Renouf, P. le Page, Esq.	61	M.	13, Lambourne Road, Clapham, S.W.
Rhys, J., Esq.	16	W.	10, Brighton Terrace, Rhyl.

Her Majesty's Inspectors.	No. of District.	Division.	Head Quarters.
Robinson, Rev. C. J.	46	E.	Hatfield, Herts.
Routledge, Rev. C. F.	53	M.	St. Martin's Hill, Canterbury.
Sandford, Rev. H. R.	35	E.	Penn Road, Wolverhampton.
Scoltock, W., Esq.	49	E.	Abbey Foregate, Shrewsbury.
Sewell, Rev. C.	38	E.	Grantham.
Sharpe, Rev. T. W.	64	M.	Beddington, Croydon.
Smith, Rev. H.	24	W.	Tattenhall, Chester.
Steele, Rev. G.	10	N.	8, Ribblesdale Place, Preston, Lancashire.
Stewart, Rev. D. J.	44	E.	5, Benet Place, Cambridge.
Stokes, S. N., Esq.	63	M.	Western Lodge, West Kensington, W.
Synge, Rev. F.	42	E.	The Chantry, Norwich.
Temple, Rev. R.	25	W.	Llandysilio, Oswestry.
Tinling, Rev. E. D.	—	—	8, Cornwall Gardens, Queen's Gate, W.
Tregarthen, Rev. W. F.	29	W.	Weymouth.
Turnbull, W. G., Esq.	15	N.	14, Brunswick Street, Manchester.
Waddington, H., Esq.	22	W.	2, Pembroke Villas, Clifton, Bristol.
Warburton, Rev. W.	28	W.	The Close, Winchester.
Watkins, Rev. F.	9	N.	Thrybergh, Rotherham.
Watson, A. M., Esq.	13	N.	Lilly Bank, Elton, Bury, Lancashire.
Watts, Rev. E. T.	17	W.	Henfaes, Dolgelly.
Wilde, Rev. R.	8	N.	Mirfield, Normanton.
Wilkinson, Rev. F.	36	E.	The Close, Lichfield.
Williams, E. W. Colt, Esq.	21	W.	9, St. Owen Street, Hereford.
Williams, W., Esq.	18	W.	Bank House, Spilman Street, Carmarthen.

SCOTLAND.

Her Majesty's Inspectors.	Head Quarters.
Barrie, A. O., Esq.	5, Burnbank Terrace, Glasgow, N.B.
Cumming, J., Esq.	27, Windsor Street, Edinburgh, N.B.
Gordon, J., Esq.	3, Bellevue Crescent, Edinburgh, N.B.
Hall, J., Esq.	Bellevue, Irvine, N.B.
Jolly, W., Esq.	Inverness, N.B.
Kerr, J., Esq.	4, Albyn Terrace, Aberdeen, N.B.
Middleton, D., Esq.	Dechmont Lodge, Bothwell, Lanarkshire, N.B.
Ogilvie, R., Esq.	8, Park Terrace, Stirling, N.B.
Scougal, A. E., Esq.	9, Ferryhill Place, Aberdeen, N.B.
Walker, A., Esq.	Viewbank, Cragie, Perth, N.B.
Wilson, C. E., Esq.	2, Kew Terrace, Glasgow, N.B.

TABLES.

(No. 1.)

Expenditure from Education Grants.

(Table A.)—*Classified according to Object of Grant.*

	For Year ended 31 March 1870.	Compared with Year ended 31 March 1869. Increase.	Compared with Year ended 31 March 1869. Decrease.	From 1839 to 31 March 1870.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants paid for 1869-70, *in Scotland only*, according to the Code of 1866, viz.:				
Grants in Augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	41,266 13 1	4,694 15 7	- - -	1,127,723 17 3
Grants to pay the Stipends of Pupil-teachers, and Gratuities to the Schoolmasters and Schoolmistresses instructing them	48,984 11 8	10,149 13 4	- - -	2,818,834 9 2
Stipends to Assistant Teachers	234 3 4	- - -	343 15 0	69,637 15 0
Stipends to Teachers in Night Schools	717 13 7	205 18 3	- - -	13,101 8 5
Special Allowances for Drawing	- - -	- - -	- - -	9,899 8 0
Grants to Industrial Classes in connexion with Elementary Day Schools	64 6 5	11 17 7	- - -	101,540 11 10
2. Unexpired Pensions	492 1 8	- - -	47 18 4	9,536 16 8
3. In Annual Grants to Elementary Day Schools in England and Wales under the Revised Code, viz.:				
For Day Scholars	532,091 4 8	47,208 14 10	- - -	2,775,174 10 1
For Evening Scholars	22,298 19 6	2,895 4 6	- - -	89,864 1 5
4. Towards building, enlarging, and furnishing of School premises	32,658 5 5	- - -	3,320 9 6	1,727,499 9 11
5. In Annual Grants to Training Colleges	73,442 12 7	2,634 15 5	- - -	1,336,372 5 9
6. Administration:—				
For Inspection (£ 61,483 16 10)				
For Office in London (£ 22,325 10 9)				
Contingencies of Office, viz.:—				
Extra Copying (£ 2,524 4 2)				
Sundry Office disbursements (£ 112 14 9)				
(£ 2,636 18 11)	88,085 8 0	2,407 19 3	- - -	1,245,821 13 6
Stamps on Pupil-teachers' Agreements (£ 511 12 6)				
Poundage on Post Office Orders (£ 491 3 3)				
Parliamentary Returns (£ 636 5 9)				
7. Discontinued:—				
Capitation Grants under the Old Code in England and Wales	- - -	- - -	- - -	473,946 19 2
In Books, Maps, Diagrams, and Scientific Apparatus	- - -	- - -	- - -	52,520 11 2
Payments made from the Vote for Public Education by the Treasury in 1848, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£840,335 19 11	70,208 18 9	3,712 2 10	11,863,078 6 4

EXPENDITURE FROM EDUCATION GRANTS—*continued.*

(TABLE B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 March 1870.	Compared with Year ended 31 March 1869.		From 1839 to 31 March 1870.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	476,284 14 8	32,750 5 4	- - -	6,976,695 9 2
British and Foreign School Society	91,850 7 9	10,113 6 6	- - -	1,098,820 0 1
On Wesleyan Schools	40,209 17 4	4,015 13 10	- - -	549,766 14 10
On Roman Catholic Schools (England and Wales)	37,283 9 10	3,354 3 4	- - -	448,057 19 8
On Parochial Union Schools	120 0 0	- - -	- - -	78,083 9 9
SCOTLAND — On Schools connected with—				
Established Church	61,379 10 8	8,227 3 0	- - -	785,079 12 3
Free Church	36,179 5 3	3,958 0 9	- - -	561,584 14 0
Episcopal Church	4,699 7 6	447 8 0	- - -	66,133 4 0
On Roman Catholic Schools	4,243 18 11	1,222 15 11	- - -	39,741 5 3
Other Schools	- - -	- - -	- - -	189 14 10
Administration (as in Table A.)	88,085 8 0	2,407 19 3	- - -	1,245,821 13 6
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	840,335 19 11	66,496 18 11	- - -	11,863,078 6 4

(No. 2.)

TABLE* showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under Apprenticeship;—(*corrected to* 31 *December* 1870).

—	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England	5,923	5,908	11,831	434	718	1,152	1,561	1,850	3,411	1,456	1,876	3,332	1,203	1,633	2,836	962	1,353	2,315	632	1,041	1,673	5,814	7,753	13,567
Wales	578	267	845	26	32	58	183	130	313	137	98	235	112	109	221	78	87	165	60	51	111	570	475	1,045
Isle of Man, and Channel Islands	36	32	68	2	1	3	12	16	28	7	11	18	7	8	15	12	10	22	4	11	15	42	56	98
Total	6,537	6,207	12,744	462	751	1,213	1,756	1,996	3,752	1,600	1,985	3,585	1,322	1,750	3,072	1,052	1,450	2,502	696	1,103	1,799	6,426	8,284	14,710
Scotland	1,667	819	2,486	—	—	—	524	284	808	455	302	757	385	241	626	328	261	589	236	211	447	1,928	1,299	3,227
Great Britain	8,204	7,026	15,230	462	751	1,213	2,280	2,280	4,560	2,055	2,287	4,342	1,707	1,991	3,698	1,380	1,711	3,091	932	1,314	2,246	8,354	9,583	17,937

* The numbers in this Table do not correspond with the numbers given in Table No. 1 (*infra*) of Statistics of Schools *actually* inspected in year ending 31 August 1870; this table being corrected to 31 December by the exclusion or addition of all arrears of inspection entering into the year at its beginning, or remaining over at its end.

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1870, *classified denominationally*.

Schools connected with	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
National Society or Church of England	5,000	4,858	9,858	350	566	916	4,088	6,026	10,114
British and Foreign School Society	955	647	1,602	75	90	165	1,352	1,161	2,513
Wesleyan Methodists' Conference	409	245	654	31	19	50	736	422	1,158
Roman Catholic Poor School Committee (*in England and Wales*)	173	457	630	6	76	82	250	675	925
Total, England and Wales	6,537	6,207	12,744	462	751	1,213	6,426	8,284	14,710
Church of Scotland	1,102	500	1,602	—	—	—	1,148	737	1,885
Free Church in Scotland	492	205	697	—	—	—	641	328	969
Episcopal Church in Scotland	49	51	100	—	—	—	78	94	172
Roman Catholic Poor School Committee (*in Scotland*)	24	63	87	—	—	—	61	140	201
Total, Scotland	1,667	819	2,486	—	—	—	1,928	1,299	3,227
Total, Great Britain	8,204	7,026	15,230	462	751	1,213	8,354	9,583	17,937

(No. 4.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*for Year* 1870, *and for Years* 1839 *to* 1870 *inclusive.*

FROM 1 JANUARY TO 31 DECEMBER 1870.

Denominations.	Number of School-houses* Built. Institutions.†	Number of departments comprised in those institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.	Total Amount awarded out of Parliamentary Grants. £ s. d.	Total Amount subscribed by Promoters. £ s. d.	Total Amount expended. £ s. d.	Number of Children for whom New Schools have been built.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom existing Schools have been enlarged.‖ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom Accommodation has been created.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
ENGLAND AND WALES.																									
National or Church of England Schools	68	32	28	37	43	40	83	23,984 6 8	101,897 4 1½	125,881 10 9½	4,511	3,563	4,410	2,945	15,429	1,424	899	898	2,595	5,816	5,935	4,462	5,508	5,340	21,245
British and Foreign Schools	6	3	2	5	4	5	8	2,217 12 7	9,323 5 1	11,540 17 8	117	110	914	205	1,346	322	319	-	702	1,343	439	429	914	907	2,689
Wesleyan Schools	-	-	-	-	-	-	1	121 6 3	148 18 10	270 5 1	-	-	-	-	-	72	49	-	-	121	72	49	-	-	121
Roman Catholic Schools	1	1	-	-	1	1	1	247 8 9	1,346 4 2	1,593 12 11	133	-	-	-	133	-	-	-	50	50	133	-	-	50	183
SCOTLAND.																									
Church of Scotland Schools	2	-	2	1	-	1	3	786 16 3	2,546 3 2½	3,332 19 5½	-	100	505	-	605	52	-	65	-	117	52	100	570	-	722
Free Church, and other Schools *not* connected with Church of Scotland	1	-	-	1	-	1	-	149 8 1	342 11 11	492 0 0	-	-	84	-	84	-	-	-	-	-	-	-	84	-	84
Total	78	36	32	44	48	48	96	27,506 18 7	115,604 7 3½	143,111 5 10½	4,761	3,773	5,913	3,150	17,597	1,870	1,267	963	3,347	7,447	6,681		6,876	6,497	25,044

FROM 1839 TO 31 DECEMBER 1870.

ENGLAND AND WALES.																									
National or Church of England Schools	4165	1731	1696	1955	1126	2681	1948	1,237,363 6 3½	3,097,520 7 6½	4,334,883 13 10½	220614	205682	203525	123341	753162	19711	14873	9503	18913	63000	240325	220555	213028	142254	816162
British and Foreign Schools	261	162	136	84	69	121	197	99,243 17 10½	194,036 1 9½	293,279 19 8½	24210	19766	11045	8508	63123	2550	1080	755	2001	7592	26766	21446	12400	11109	71715
Wesleyan Schools	128	38	38	85	61	92	42	77,012 2 4	140,093 15 10	217,705 18 2	7636	6155	17093	9409	40893	788	403	444	256	1951	8424	6018	18137	9665	42844
Roman Catholic Schools (in Great Britain)	61	41	39	12	30	32	15	40,614 9 10	86,453 15 8	127,068 5 6	8701	7732	1328	3874	21635	89	145	82	232	548	8790	7877	1410	4106	22183
SCOTLAND.																									
Church of Scotland Schools	231	56	82	138	20	124	60	62,167 0 1½	130,734 11 10½	192,901 12 0	8815	9949	14735	1660	35159	1169	725	1394	318	3606	9984	10674	16129	1978	38765
Free Church, and other Schools *not* connected with Church of Scotland	164	40	48	112	11	100	54	35,067 5 11	73,611 18 2½	109,579 4 1½	5396	5127	12869	606	23998	621	451	677	177	1926	6017	5578	13546	783	25924
Episcopal Schools	6	4	5	1	1	7	5	3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	-	88	331	30	455	546	834	542	132	2054
Total	5016	2078	2044	2887	1318	3157	2819	1,556,819 3 10½	3,729,643 5 6¾	5,285,862 9 5½	273918	256151	262000	147494	940569	24928	18431	13186	22533	79078	80084	278582	275192	170027	1019647

* Exclusive of Training Colleges.
† Held in separate buildings, and separately managed.
‡ In which separate teachers are employed.
§ At the rate of 8 square feet of superficial area per child.
‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

NUMBERS of CANDIDATES for ADMISSION to TRAINING SCHOOLS, and of PUPIL-TEACHERS engaged in ELEMENTARY SCHOOLS, in Great Britain, in the Years 1861 to 1870, inclusive.

	Christmas 1861.		Christmas 1862.		Christmas 1863.		Christmas 1864.		Christmas 1865.		Christmas 1866.		Christmas 1867.		Christmas 1868.		Christmas 1869.		Christmas 1870.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Number of candidates (*i.e.* for admission) who presented themselves for examination at the training colleges.	1,174	1,299	1,128	1,385	789	1,042	591	904	608	947	616	968	599	879	615	910	792	1,032	889	1,175
Number of those who passed their examination.	869	858	990	993	691	791	518	810	521	785	450	757	454	706	457	788	698	883	803	958
	January 1862.		January 1863.		January 1864.		January 1865.		January 1866.		January 1867.		January 1868.		January 1869.		January 1870.		January 1871.	
Number out of them who entered training colleges.	821	770	913	842	594	694	501	697	508	707	436	685	445	676	440	744	672	787	—	—
	1861.		1862.		1863.		1864.		1865.		1866.		1867.		1868.		1869.		1870.	
Number of pupil-teachers apprenticed, *i.e.*, admitted to apprenticeship.	2,984		2,762		2,971		1,228	1,340	1,338	1,293	1,450	1,620	1,838	1,904	2,171	2,246	2,239	2,318	2,582	2,744
Number of pupil-teachers in 1st year	1,521	1,571	1,454	1,480	1,160	1,155	884*	1,011*	1,212*	1,143*	1,311*	1,409*	1,711*	1,735*	1,949*	1,933*	2,019*	2,012*	2,280	2,280
Number of pupil-teachers in 2nd year	1,653	1,586	1,593	1,672	1,431	1,521	1,077	1,198	885	1,063	1,169	1,324	1,291	1,462	1,682	1,823	1,936	2,060	2,065	2,287
Number of pupil-teachers in 3rd year	1,799	1,558	1,522	1,484	1,521	1,619	1,281	1,383	929	1,152	792	1,000	1,013	1,236	1,187	1,453	1,488	1,766	1,707	1,991
Number of pupil-teachers in 4th year	1,768	1,704	1,712	1,526	1,375	1,411	1,242	1,489	1,106	1,272	799	1,073	709	922	910	1,205	1,074	1,398	1,380	1,711
Number of pupil-teachers in 5th year	1,654	1,463	1,682	1,627	1,556	1,431	1,241	1,355	1,075	1,384	961	1,133	650	957	637	889	815	1,133	932	1,314
Total	8,395	7,882	7,963	7,789	7,048	7,137	5,725	6,436	5,207	6,014	5,032	5,939	5,374	6,312	6,365	7,303	7,332	8,369	8,354	9,583

* These numbers are less than those immediately above them; but pupil-teachers, who are old and proficient enough, are often "admitted" in one of the later years of service. See Code of 1860, Article 103, and marginal note 8, to the memorandum in the Second Schedule to the Code of 1871.

Appendix No. 1.

ELEMENTARY SCHOOLS.

110240

Average Expenditure per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.	Number of Voluntary Subscribers.		
			Of 5*l.* and upwards.	1*l.* and less than 5*l.*	Less than 1*l.*
£ s. d.					
1 5 7½	6,209	882,432	11,027	69,131	62,967
1 6 1½	1,492	247,592	1,395	12,167	24,905
1 0 6	329	71,666	625	2,184	4,584
1 5 5	8,030	1,201,690	13,047	83,482	92,456
1 8 4	1,191	118,108	1,418	2,517	12,867
1 6 2	507	58,864	373	1,163	7,284
1 3 7	88	8,993	141	436	426
0 16 11	60	11,914	46	83	2,032
1 6 9½	1,846	197,879	1,978	4,199	22,609
1 5 7¼	9,876	1,399,569	15,025	87,681	115,065
1 3 6½	212	10,586	357	1,166	900
1 8 0	36	3,250	34	318	747
0 17 8	2	206	—	—	—
1 4 7	250	14,042	391	1,484	1,647
1 2 5	34	2,103	20	27	37
0 17 7	6	490	4	35	37
0 15 2½	5	249	6	4	2
—	—	—	—	—	—
1 2 0	45	2,842	30	66	76
1 4 0	295	16,884	421	1,550	1,723

have been received.

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to Year 1870, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
1865	38·97	21·93	15·33	10·22	6·8	6·75
1866	34·63	21·88	16·85	11·79	7·82	7·03
1867	39·14	22·38	15·1	10·03	6·53	6·82
1868	40·54	22·92	14·88	9·6	5·9	6·16
1869	40·88	23·31	14·86	9·34	5·7	5·91
1870	40·31	23·3	15·	9·44	5·8	6·15
Mean per-centage	39·37	23·09	15·37	10·19	6·28	5·7

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	–	–	–	–	–	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	–	–	–	–	–	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	–	–	–	–	–	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	–	–	–	–	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	–	–	–	–	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·81
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
1865	6·32	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	71·1
1866	6·53	7·75	10·19	11·1	12·5	11·88	11·67	10·19	7·96	5·54	2·92	1·77	71·62
1867	6·72	8·14	10·36	11·29	12·67	11·75	11·43	9·98	7·82	5·43	2·77	1·64	72·36
1868	6·51	8·34	10·62	11·28	12·23	11·97	11·33	9·91	7·85	5·52	2·81	1·63	72·28
1869	6·38	8·36	10·8	11·28	11·95	11·9	11·44	9·91	7·88	5·63	2·84	1·63	72·11
1870	6·25	8·29	10·76	11·48	12·	11·83	11·34	10·06	7·85	5·6	2·88	1·66	71·95
Mean per-centage.	44·57					12·66	12·16	10·71	8·35	6·00	3·31	2·24	69·39

* The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

Statistics of Inspection—*continued.*

Schools aided with Annual Grants in the Year ending 31 August 1870.

Denominations.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in Average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in Average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in Average Attendance.
					£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales. — Schools connected with *National Society*, or *Church of England* -	3,154	251,483	3,681	1,651	120,002 2 6	9 6½	1,944	463,945	3,951	6,293	219,452 7 6	9 5½	1,284	182,011	1,999	1,897	85,515 18 8	9 4½
England and Wales. — *British*, *Wesleyan*, and other Schools *not* connected with Church of England - -	408	35,701	462	318	18,074 2 9	10 1½	818	170,839	1,332	2,667	84,518 5 3	9 10½	323	46,819	435	627	23,740 16 10	10 1½
England and Wales. — *Roman Catholic* Schools	57	4,100	67	20	1,969 7 7	9 7½	250	65,240	478	782	31,237 9 4	9 7	43	5,896	62	49	2,980 8 0	10 1½
Total - -	3,619	291,284	4,210	1,989	140,045 12 10	9 7½	3,012	700,024	5,761	9,742	335,208 2 1	9 7	1,650	234,726	2,496	2,573	112,237 3 6	9 6¾
Scotland. — Schools connected with *Church of Scotland* -	591	31,310	613	307	14,795 6 8	9 5½	319	58,053	552	953	23,945 12 4	8 3	341	35,877	427	584	16,464 8 4	9 2½
Scotland. — *Free Church* Schools -	207	12,222	219	146	6,031 12 6	9 10½	175	31,533	307	559	14,630 11 4	9 3½	145	16,284	187	271	7,980 16 8	9 9½
Scotland. — *Episcopal* Schools -	23	1,662	25	30	716 13 4	8 7½	48	5,609	57	112	2,596 7 6	9 3	19	1,814	24	34	1,003 11 8	11 0½
Scotland. — *Roman Catholic* Schools	12	1,076	14	24	626 0 0	11 7½	48	10,897	69	175	3,563 14 8	6 6½	5	477	5	8	174 2 6	7 3½
Total - -	833	46,270	871	507	22,169 12 6	9 7	590	106,092	985	1,799	44,736 5 10	8 5¼	510	54,452	643	897	25,622 19 2	9 5
Total, Great Britain	4,452	337,554	5,081	2,496	162,215 5 4	9 7¼	3,602	806,116	6,746	11,541	379,944 7 11	9 5	2,160	289,178	3,139	3,470	137,860 2 8	9 6½

(No. 6.)—Statistics of Inspection—*continued.*

Salaries of Teachers (certificated as compared with *uncertificated*).

Denominations.	Schools visited on account of annual grants. — Masters. — Certificated. — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Masters. — *Uncertificated.* — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. — Certificated. — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. — *Uncertificated.* — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England and Wales. — Schools connected with *N. S.* or *Ch. of England*	90 13 6	4,527	2,903	54 16 8	25	13	57 2 2	2,992	1,432	32 1 6	33	10
England and Wales. — *B., W.*, and other Schools *not* connected with *Ch. of England*	107 1 2	1,274	345	152 0 1	3	1	66 12 5	500	82	84 19 7	4	—
England and Wales. — *Roman Catholic* Schools	87 10 9	149	30	—	—	—	54 2 0	286	88	—	—	—
Scotland — Schools connected with *Ch. of Scotland*	104 14 11	968	716	108 0 3	7	3	56 4 3	362	235	41 19 4	4	1
Scotland — *Free Church* Schools	98 4 3	435	240	88 6 8	3	2	53 6 4	130	70	22 12 2	2	2
Scotland — *Episcopal* Schools	85 5 1	50	24	—	—	—	55 1 3	47	26	—	—	—
Scotland — *Roman Catholic* Schools	82 12 9	22	11	—	—	—	59 14 6	49	14	—	—	—
Total	95 12 9	7,425	4,269	74 18 11	38	19	57 16 5	4,366	1,947	37 9 6	43	13

(continued.)

Denominations.	Schools visited on account of annual grants. — Infants' Mistresses. — Certificated. — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. — *Uncertificated.* — Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Schools visited for simple inspection only. — Masters. — Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. — Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. — Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England and Wales. — Schools connected with *N. S.* or *Ch. of England*	55 10 11	1,410	541	29 16 6	57	10	53 11 10	182	123	30 11 8	152	88	28 8 8	20	9
England and Wales. — *B., W.*, and other Schools *not* connected with *Ch. of England*	62 12 10	329	41	27 2 4	12	1	54 18 8	35	10	49 0 0	8	2	43 8 4	4	—
England and Wales. — *Roman Catholic* Schools	50 2 1	116	29	25 0 0	2	—	40 0 0	1	—	30 0 0	1	1	—	—	—
Scotland — Schools connected with *Ch. of Scotland*	52 18 6	63	28	39 12 4	2	2	61 14 0	29	22	34 7 11	6	2	38 14 4	3	2
Scotland — *Free Church* Schools	59 8 10	44	7	—	—	—	46 17 0	5	2	42 13 4	3	—	—	—	—
Scotland — *Episcopal* Schools	51 12 11	4	3	—	—	—	38 1 4	3	1	30 0 0	2	1	—	—	—
Scotland — *Roman Catholic* Schools	54 13 2	8	3	40 0 0	1	—	—	—	—	—	—	—	—	—	—
Total	56 8 1	1,974	652	29 13 2	74	13	54 6 7	255	158	31 15 5	172	94	31 15 11	27	11

School Fees.*

Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
	Total Number of Schools from which Returns are made.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are made.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
England and Wales. — Schools connected with *National Society*, or *Church of England*	6,120	1,158,969	26·81	48·56	17·16	5·42	2·05	213	14,376	46·4	39·6	9·24	2·92	1·84
England and Wales. — *British, Wesleyan*, and other Schools *not* connected with Church of England	1,478	325,921	14·58	39·48	24·54	14·38	7·02	35	4,137	29·63	32·37	21·15	12·98	3·87
England and Wales. — *Roman Catholic* Schools	339	74,109	47·36	40·16	8·94	2·78	0·76	1	13	100	—	—	—	—
England and Wales. — Total	7,937	1,558,999	25·23	46·27	18·31	7·16	3·03	249	18,526	42·7	37·96	11·89	5·16	2·29
Scotland — Schools connected with *Church of Scotland*	1,145	125,430	12·34	34·57	32·76	9·74	10·59	2	2,483	13·53	38·1	35·56	8·22	4·59
Scotland — *Free Church* Schools	490	63,802	10·1	33·72	33·92	10·59	11·67	6	423	37·82	30·97	19·86	11·35	—
Scotland — *Episcopal* Schools	85	10,373	32·06	44·78	17·4	4·86	0·9	4	231	28·58	58·44	6·49	6·49	—
Scotland — *Roman Catholic* Schools	58	9,469	53·97	33·5	11·91	0·57	0·05	—	—	—	—	—	—	—
Scotland — Total	1,778	209,074	14·52	34·77	31·41	9·34	9·96	39	3,137	17·92	38·64	31·3	8·51	3·63
Total, Great Britain	9,715	1,768,073	23·96	44·91	19·86	7·42	3·85	288	21,663	39·11	38·06	14·7	5·65	2·48

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is not for the sake of* saving a penny *per week that a child is transferred from the School to the factory or the fields, but for the sake of* gaining a shilling or eighteenpence *per week; and the mere opportunity of saving the penny by sending the child to a* free School *would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1869 to 31 August 1870.

Attendance.

Departments.		Average Number of Scholars in Attendance.							Day Schools.			Number of Scholars who have attended Evening Schools more than 24 Times.
		Day Schools.				Evening Schools.			Number of Scholars who have attended over			
									200 Times.		100 Times under Half Time Acts.	
		Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Male.	Female.	Total.	Under 6.	Over 6.		
England and Wales.	Schools connected with *Nat. Soc.* or *Ch. of Eng.*	439,158	243,926	161,250	844,334	41,837	11,268	53,105	193,226	628,207	39,554	62,376
	B., W., and other Schools *not* connected with Ch. of England	154,531	48,739	38,719	241,989	8,849	2,521	11,370	49,909	186,979	16,867	13,994
	Roman Catholic Schools	17,860	30,215	17,991	66,066	4,019	5,151	9,170	20,035	48,851	3,384	13,143
	Total	611,549	322,880	217,960	1,152,389	54,705	18,940	73,645	263,170	864,037	59,805	89,513
Scotland.	Schools connected with *Ch. of Scot.*	97,574	20,909	5,436	123,919	988	333	1,321	12,390	102,335	516	1,459
	Free Ch. Schools	47,148	7,543	4,584	59,275	598	166	764	5,953	48,736	172	993
	Episcopal Schools	4,799	3,877	385	9,061	—	24	24	1,709	6,212	38	46
	Roman Catholic Schools	3,697	6,373	1,197	11,267	567	616	1,183	1,779	8,706	54	1,580
	Total	153,218	38,702	11,602	203,522	2,153	1,139	3,292	21,831	165,989	780	4,078
Total, Great Britain		764,767	361,582	229,562	1,355,911	56,858	20,079	76,937	285,001	1,030,026	60,585	93,591

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1869 to 31 August 1870—*continued.*

Examination, and Results of Examination.

Denominations.	Standard I.									Standard II.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in-			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.*	156,521	13,106	169,627	147,672	157,647	141,188	21,955	11,980	28,439	108,658	30,814	139,472	122,547	134,383	107,187	16,925	5,089	32,285
England and Wales. *B., W.*, and other Schs. *not* connected with Ch. of E.	45,806	4,571	50,377	44,894	47,657	43,984	5,483	2,720	6,393	31,605	11,322	42,927	39,057	41,813	33,840	3,870	1,114	9,087
England and Wales. *Rom. Cath.* Schools	14,007	1,482	15,489	14,006	15,047	14,562	883	442	927	8,983	2,374	11,357	10,601	11,232	9,879	666	125	1,478
Total	216,334	19,159	235,493	207,172	220,351	199,734	28,321	15,142	35,759	149,246	44,510	193,756	172,295	187,428	150,906	21,461	6,328	42,850
Scotland. Sch. connected with *Ch. of Scot.*	20,605	1,148	21,753	21,185	20,875	19,657	568	878	2,096	14,370	3,632	18,002	17,640	17,553	16,127	362	449	1,875
Scotland. *Free Ch.* Schools	8,995	561	9,556	9,419	9,389	8,857	137	167	699	6,363	1,594	7,957	7,880	7,937	7,365	77	20	592
Scotland. *Episcopal* Schools	1,395	54	1,449	1,306	1,380	1,290	143	69	159	999	168	1,167	1,072	1,105	1,067	95	62	100
Scotland. *Rom. Cath.* Schools	2,151	169	2,320	2,218	2,179	2,149	102	141	171	1,223	338	1,561	1,488	1,507	1,330	73	54	231
Total	33,146	1,932	35,078	34,128	33,823	31,953	950	1,255	3,125	22,955	5,732	28,687	28,080	28,102	25,889	607	585	2,798
Total Day Schools, Great Britain	249,480	21,091	270,571	241,300	254,174	231,687	29,271	16,397	38,884	172,201	50,242	222,443	200,375	215,530	176,795	22,068	6,913	45,648
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.*	—	17,274	17,274	14,364	14,129	15,773	2,910	3,145	1,501	—	13,552	13,552	12,580	12,637	10,337	972	915	3,215
England and Wales. *B., W.*, and other Schs. *not* connected with Ch. of E.	—	3,362	3,362	2,998	2,966	3,178	364	396	184	—	2,813	2,813	2,687	2,659	2,333	126	154	480
England and Wales. *Rom. Cath.* Schools	—	4,059	4,059	3,720	3,526	3,737	339	533	322	—	2,575	2,575	2,494	2,426	1,797	81	149	778
Total	—	24,695	24,695	21,082	20,621	22,682	3,613	4,074	2,007	—	18,940	18,940	17,761	17,722	14,467	1,179	1,218	4,473
Scotland. Sch. connected with *Ch. of Scot.*	—	169	169	164	139	169	5	30	—	—	120	120	118	117	99	2	3	21
Scotland. *Free Ch.* Schools	—	66	66	66	65	66	—	1	—	—	73	73	70	68	69	3	5	4
Scotland. *Episcopal* Schools	—	2	2	2	2	2	—	—	—	—	30	30	29	29	27	1	1	3
Scotland. *Rom. Cath.* Schools	—	38	38	38	38	37	—	—	1	—	33	33	33	28	32	—	5	1
Total	—	275	275	270	244	274	5	31	1	—	256	256	250	242	227	6	14	29
Total Evening Schools, Great Britain	—	24,970	24,970	21,352	20,865	22,962	3,618	4,105	2,008	—	19,196	19,196	18,011	17,964	14,694	1,185	1,232	4,502

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1869 to 31 August 1870—*continued.*

Examination and Results of Examination—*continued.*

DENOMINATIONS.	STANDARD III.									STANDARD IV.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
DAY SCHOOLS.																		
England and Wales. Schs. connected with *N.S.*, or *Ch. of E.*	58,185	45,900	104,085	95,645	85,087	82,384	8,440	18,998	21,701	19,514	52,642	72,156	66,516	54,029	49,015	5,640	18,127	23,141
England and Wales. *B., W.*, and other Schs. *not* connected with Ch. of E.	16,294	16,449	32,743	30,773	28,369	26,618	1,970	4,374	6,125	5,032	18,351	23,383	22,064	18,909	15,842	1,319	4,474	7,541
England and Wales. *Rom. Cath.* Schools	4,531	3,313	7,844	7,622	7,281	6,624	222	563	1,220	1,545	3,054	4,599	4,506	3,742	3,624	93	857	975
Total	79,010	65,662	144,672	134,040	120,737	115,626	10,632	23,935	29,046	26,091	74,047	100,138	93,086	76,680	68,481	7,052	23,458	31,657
Scotland. Sch. connected with *Ch. of Scot.*	7,568	6,966	14,534	14,327	12,650	12,701	207	1,884	1,833	2,282	7,969	10,251	10,127	8,122	8,298	124	2,129	1,953
Scotland. *Free Ch.* Schools	3,522	3,089	6,611	6,560	6,171	6,142	51	440	469	1,100	3,894	4,994	4,960	4,162	4,476	34	832	518
Scotland. *Episcopal* Schools	589	373	962	902	893	900	60	69	62	201	453	654	608	509	587	46	145	67
Scotland. *Rom. Cath.* Schools	735	444	1,179	1,153	1,116	1,012	26	63	167	212	461	673	658	480	484	15	193	189
Total	12,414	10,872	23,286	22,942	20,830	20,755	344	2,456	2,531	3,795	12,777	16,572	16,353	13,273	13,845	219	3,299	2,727
Total Day Schools, Great Britain	91,424	76,534	167,958	156,982	141,567	136,381	10,976	26,391	31,577	29,886	86,824	116,710	109,439	89,953	82,326	7,271	26,757	34,384
EVENING SCHOOLS.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.*	—	9,126	9,126	8,775	6,999	7,287	351	2,127	1,839	—	7,782	7,782	7,626	6,336	6,031	156	1,446	1,751
England and Wales. *B., W.*, and other Schs. *not* connected with Ch. of E.	—	2,166	2,166	2,097	1,758	1,795	69	408	371	—	1,833	1,833	1,787	1,571	1,478	46	262	355
England and Wales. *Rom. Cath.* Schools	—	1,954	1,954	1,911	1,567	1,342	43	387	612	—	1,179	1,179	1,170	1,057	864	9	122	315
Total	—	13,246	13,246	12,783	10,324	10,424	463	2,922	2,822	—	10,794	10,794	10,583	8,964	8,373	211	1,830	2,421
Scotland. Sch. connected with *Ch. of Scot.*	—	215	215	213	167	187	2	48	28	—	123	123	123	93	93	—	30	30
Scotland. *Free Ch.* Schools	—	113	113	110	106	108	3	7	5	—	80	80	78	62	75	2	18	5
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. *Rom. Cath.* Schools	—	21	21	21	21	21	—	—	—	—	17	17	17	16	14	—	1	3
Total	—	349	349	344	294	316	5	55	33	—	220	220	218	171	182	2	49	38
Total Evening Schools, Great Britain	—	13,595	13,595	13,127	10,618	10,740	468	2,977	2,855	—	11,014	11,014	10,801	9,135	8,555	213	1,879	2,459

Examination and Results of Examination—*continued*.

DENOMINATIONS.	STANDARD V.									STANDARD VI.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
DAY SCHOOLS.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.*	1,795	40,379	42,174	38,830	33,718	30,308	3,344	8,456	11,866	168	23,851	24,019	22,316	20,112	16,287	1,703	3,907	7,732
England and Wales. *B., W.*, and other Schs. *not* connected with Ch. of E.	532	13,165	13,697	12,931	11,828	9,583	766	1,869	4,114	46	7,852	7,898	7,494	6,814	5,624	404	1,084	2,274
England and Wales. *Roman Catholic* Schools	205	2,269	2,474	2,424	2,128	2,065	50	346	409	13	1,250	1,263	1,175	1,063	928	88	200	335
Total	2,532	55,813	58,345	54,185	47,674	41,956	4,160	10,671	16,389	227	32,953	33,180	30,985	27,989	22,839	2,195	5,191	10,341
Scotland. Sch. connected with *Ch. of Scot.*	300	6,331	6,631	6,567	5,732	5,646	64	899	985	28	4,448	4,476	4,417	3,944	3,643	59	532	833
Scotland. *Free Ch.* Schools	135	3,175	3,310	3,289	2,874	3,061	21	436	249	12	2,337	2,349	2,341	2,096	2,148	8	253	201
Scotland. *Episcopal* Schools	36	305	341	328	317	307	13	24	34	3	218	221	213	204	197	8	17	24
Scotland. *Roman Catholic* Schools	40	298	338	325	287	279	13	51	59	3	165	168	165	139	116	3	29	52
Total	511	10,109	10,620	10,509	9,210	9,293	111	1,410	1,327	46	7,168	7,214	7,136	6,383	6,104	78	831	1,110
Total Day Schools, Great Britain	3,043	65,922	68,965	64,694	56,884	51,249	4,271	12,081	17,716	273	40,121	40,394	38,121	34,372	28,943	2,273	6,022	11,451
EVENING SCHOOLS.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.*	—	2,165	2,165	2,092	1,766	1,642	73	399	523	—	2,857	2,857	2,821	2,469	2,367	36	388	490
England and Wales. *B., W.*, and other Schs. *not* connected with Ch. of E.	—	533	533	522	480	441	11	53	92	—	824	824	812	743	666	12	81	158
England and Wales. *Roman Catholic* Schools	—	325	325	322	284	234	3	41	91	—	313	313	311	276	238	2	37	75
Total	—	3,023	3,023	2,936	2,530	2,317	87	493	706	—	3,994	3,994	3,944	3,488	3,271	50	506	723
Scotland. Sch. connected with *Ch. of Scot.*	—	14	14	14	11	10	—	3	4	—	66	66	66	56	46	—	10	20
Scotland. *Free Church* Schools	—	38	38	36	30	35	2	8	3	—	52	52	51	44	45	1	8	7
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. *Roman Catholic* Schools	—	23	23	23	23	22	—	—	1	—	—	—	—	—	—	—	—	—
Total	—	75	75	73	64	67	2	11	8	—	118	118	117	100	91	1	18	27
Total Evening Schools, Great Britain	—	3,098	3,098	3,009	2,594	2,384	89	504	714	—	4,112	4,112	4,061	3,588	3,362	51	524	750

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1869 to 31 August 1870—*continued.*

Examination and Results of Examination—*continued.*

Denominations.	Total. (Standards I. to VI. inclusive.)									Passes.				
	Number of Children presented for Examination.			Number of those Children						On Individual Examination under Article 40 *b* & *c.*	Without Individual Examination.			
				Who passed in			Who failed to pass in				Under Article 40 *b* (1)*.	Under Article 40 *b* (2).			Under Article 47 *b.*
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.			Present.	Absent.*	Total.	
Day Schools.															
England and Wales. Schools connected with *National Society*, or *Church of England*	344,841	206,692	551,533	493,526	484,976	426,369	58,007	66,557	125,164	1,404,871	1,012	174,472	552	175,024	235
England and Wales. *British, Wesleyan*, and other Schools *not* connected with Ch. of England	99,315	71,710	171,025	157,213	155,390	135,491	13,812	15,635	35,534	448,094	166	44,581	85	44,666	133
England and Wales. *Roman Catholic* Schools	29,284	13,742	43,026	41,024	40,493	37,682	2,002	2,533	5,344	119,199	—	17,441	10	17,451	18
Total	473,440	292,144	765,584	691,763	680,859	599,542	73,821	84,725	166,042	1,972,164	1,178	236,494	647	237,141	386
Scotland. Schools connected with *C. of Scotland*	45,153	30,494	75,647	74,263	68,876	66,072	1,384	6,771	9,575	209,211	—	9,014	—	9,014	—
Scotland. *Free Church* Schools	20,127	14,650	34,777	34,449	32,629	32,049	328	2,148	2,728	99,127	—	4,215	—	4,215	—
Scotland. *Episcopal* Schools	3,223	1,571	4,794	4,429	4,408	4,348	365	386	446	13,185	—	1,417	—	1,417	—
Scotland. *Roman Catholic* Schools	4,364	1,875	6,239	6,007	5,708	5,370	232	531	869	17,085	—	1,225	—	1,225	—
Total	72,867	48,590	121,457	119,148	111,621	107,839	2,309	9,836	13,618	338,608	—	15,871	—	15,871	—
Total Day Schools, Great Britain	546,307	340,734	887,041†	810,911	792,480	707,381	76,130	94,561	179,660	2,310,772	1,178	252,365	647	253,012	386
Evening Schools.															
England and Wales. Schools connected with *National Society*, or *Church of England*	—	52,756	52,756	48,258	44,336	43,437	4,498	8,420	9,319	136,031	—	—	—	—	—
England and Wales. *British, Wesleyan*, and other Schools *not* connected with Ch. of England	—	11,531	11,531	10,903	10,177	9,891	628	1,354	1,640	30,971	—	—	—	—	—
England and Wales. *Roman Catholic* Schools	—	10,405	10,405	9,928	9,136	8,212	477	1,269	2,193	27,276	—	—	—	—	—
Total	—	74,692	74,692	69,089	63,649	61,540	5,603	11,043	13,152	194,278	—	—	—	—	—
Scotland. Schools connected with *C. of Scotland*	—	707	707	698	583	604	9	124	103	1,885	—	—	—	—	—
Scotland. *Free Church* Schools	—	422	422	411	375	398	11	47	24	1,184	—	—	—	—	—
Scotland. *Episcopal* Schools	—	32	32	31	31	29	1	1	3	91	—	—	—	—	—
Scotland. *Roman Catholic* Schools	—	132	132	132	126	126	—	6	6	384	—	—	—	—	—
Total	—	1,293	1,293	1,272	1,115	1,157	21	178	136	3,544	—	—	—	—	—
Total Evening Schools, Great Britain	—	75,985	75,985	70,361	64,764	62,697	5,624	11,221	13,288	197,822	—	—	—	—	—

* Passes allowed on children absent on account of epidemic; 469 in day schools under Article 40 *b* (1), and 647 under Article 40 *b* (2).

† 2,144 children, *not* included here, were also examined; but having been presented in the same or lower Standards than those in which they had been previously examined, in violation of Article 46[1], were struck off the official returns.

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1869 to 31 August 1870—*continued.*

Results of Examination—*continued.*

Denominations.	Per-centage of the number examined in each Standard (confined to Children *above* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the number examined in each Standard (confined to Children *under* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number of Children examined, who *failed to pass* in			Per-centage of the whole number of Children examined, who *passed* in			Per-centage of the number of Children examined in each Standard, who passed *completely* under Standards						
	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
England and Wales. Day Schools.																									
Schs. connected with *N. S.*, or *Ch. of England B., W.*, and other Schs. *not* connected with Ch. of England	21·62	28·2	34·12	44·83	40·17	40·79	27·17	31·27	32·57	45·	37·6	26·79	10·52	12·07	22·69	89·48	87·93	77·31	73·26	69·41	66·74	55·12	59·94	59·31	67·06
	18·05	25·57	28·03	40·9	37·33	36·56	21·6	26·96	27·39	41·93	35·34	13·04	8·08	9·14	20·78	91·92	90·86	79·22	78·73	73·41	72·29	58·88	62·74	63·57	71·47
Roman Cath. Schs.	11·54	17·14	19·59	31·66	25·12	35·28	12·94	16·69	19·93	33·53	24·88	38·46	4·65	5·89	12·42	95·35	94·11	87·58	88·	83·22	80·21	67·71	74·9	64·61	81·71
Total	19·99	26·94	31·86	43·31	38·89	39·57	25·01	29·48	30·78	43·73	36·09	24·67	9·64	11·07	21·69	90·36	88·93	78·31	75·4	71·1	68·73	56·58	61·23	60·53	68·87
Scotland. Schs. connected with *Ch. of Scot.*	11·06	11·56	21·6	33·42	24·31	26·44	13·49	13·96	22·56	31·73	23·	32·14	1·83	8·95	12·66	98·17	91·05	87·34	86·64	86·52	77·9	66·96	75·75	73·53	80·54
Free Church Schs.	6·42	8·03	12·66	22·5	18·46	17·33	9·49	8·2	12·38	24·09	17·04	8·33	0·94	6·18	7·84	99·06	93·82	92·16	90·69	91·83	87·49	77·15	81·6	82·72	86·99
Episcopal Schs.	12·96	23·81	19·84	32·67	16·39	18·35	20·79	18·42	14·77	30·85	16·66	—·	7·61	8·05	9·3	92.39	91·95	90·7	79·5	80·81	83·26	67·89	83·58	81·9	79·39
Roman Cath. Schs.	11·24	22·19	18·69	38·61	27·85	35·76	12·06	16·93	15·24	50·94	35·	—	3·72	8·51	13·93	96·28	91·49	86·07	87·07	81·94	83·46	57·5	71·3	64·88	80·46
Total	9·78	11·57	18·88	30·25	22·34	23·44	12·69	12·72	18·87	30·54	21·92	21·74	1·9	8·1	11·21	98·1	91·9	88·79	87·47	87·41	81·13	69·68	77·68	76·57	82·34
Total Day Schools, Great Britain	19·06	25·19	30·02	41·39	36·35	36·69	23·87	27·24	29·16	42·06	33·72	24·18	8·58	10·66	20·25	91·42	89·34	79·75	76·96	73·22	70·45	58·44	63·77	63·39	70·71

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1869 to 31 August 1870—*continued.*

Results of Examination—*continued.*

DENOMINATIONS.	Per-centage of the number examined in each Standard who failed to pass *completely* under Standards						Per-centage of the whole number of Scholars examined, who *failed to pass* in			Per-centage of the whole number of Scholars examined, who *passed* in			Per-centage of the number of Scholars examined in each Standard, who passed *completely* under Standards						
	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
EVENING SCHOOLS.																			
England and Wales. Schools connected with *National Schools*, or *Church of England*	30·98	29·36	34·24	32·46	33·67	25·24	8·53	15·96	17·66	91·47	84·04	82·34	69·02	70·64	65·76	67·54	66·33	74·76	68·85
England and Wales. *British, Wesleyan,* and other Schools *not* connected with Church of England	20·11	21·72	30·79	26·73	23·83	24·63	5·45	11·74	14·22	94·55	88·26	85·78	79·89	78·28	69·21	73·27	76·17	75·37	75·94
England and Wales. *Roman Catholic* Schools	20·84	33·09	39·87	31·97	33·23	28·75	4·58	12·2	21·08	95·42	87·8	78·92	79·16	66·91	60·13	68·03	66·77	71·25	70·67
Total	27·83	28·73	34·51	31·43	31·89	25·39	7·5	14·78	17·61	92·5	85·22	82·39	72·17	71·27	65·49	68·57	68·11	74·61	70·2
Scotland. Schools connected with *Church of Scotland*	18·93	20·83	28·37	39·02	42·86	37·88	1·27	17·54	14·57	98·73	82·46	85·43	81·07	79·17	71·63	60·98	57·14	62·12	72·14
Scotland. *Free Church* Schools	1·52	12·33	12·39	26·25	28·95	21·15	2·61	13·14	5·69	97·39	88·86	94·31	98·48	87·67	87·61	73·75	71·05	78·85	84·12
Scotland. *Episcopal* Schools	—	13·33	—	—	—	—	3·12	3·12	9·38	96·88	96·88	90·62	100·	86·67	—	—	—	—	89·5
Scotland. *Roman Catholic* Schools	2·63	15·15	—	17·65	4·35	—	—	4·54	4·54	100·	95·46	95·46	97·37	84·85	100·	82·35	95·65	—	92·42
Total	12·36	16·8	21·49	32·73	24·	30·51	1·62	13·77	10·52	98·38	86·23	89·48	87·64	83·2	78·51	67·27	76·	69·49	78·5
Total Evening Schools, Great Britain	27·67	28·57	34·17	31·46	31·7	25·54	7·4	14·77	17·49	92·6	85·23	82·51	72·33	71·43	65·83	68·54	68·3	74·46	70·34

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1869 to 31 August 1870—*continued.*

Results of Examination—*continued.*

	DENOMINATIONS.	Number of Examination Passes deducted *not* fulfilling									Number of Non-examination Passes deducted—																
											Under Article 40 *b* (2), *not* fulfilling								Under Article 40 *a*, *not* fulfilling								
		Article 4.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 51 *e*.	Article 52 *d*.	Article 143.	Total.	Article 4.	Article 40 *b* (2).	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Total.	Article 4.	Article 40 *a*.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 51 *e*.	Article 52 *d*.	Article 143.	Total.
England & Wales.	DAY SCHOOLS.																										
	Schools connected with *National Society*, or *Ch. of England* - -	9,325	730	2,379	55	176	98	16,262	—	29,025	347	277	267	771	4	35	747	2,448	5,913	2,935	893	3,675	31	141	100	8,198	—	21,886
	British, Wesleyan, and other Schools *not* connected with Ch. of England -	6,566	506	543	—	—	—	4,904	—	12,519	190	181	7	272	—	—	133	783	3,318	315	135	1,131	—	102	—	2,767	—	7,768
	Roman Catholic Schools - -	114	—	513	—	649	—	—	—	1,276	14	4	—	18	—	50	—	86	85	103	—	641	—	318	—	—	—	1,147
	Total - -	16,005	1,236	3,435	55	825	98	21,166	—	42,820	551	462	274	1,061	4	85	880	3,317	9,316	3,353	1,028	5,447	31	561	100	10,965	—	30,801
England & Wales.	EVENING SCHOOLS.																										
	Schools connected with *National Society*, or *Ch. of England* - -	43	—	—	—	—	—	38	270	351	—	—	—	—	—	—	—	—	11	141	—	—	—	—	—	31	25	208
	British, Wesleyan, and other Schools *not* connected with Ch. of England -	16	—	—	—	—	—	—	88	104	—	—	—	—	—	—	—	—	6	11	—	1	—	—	—	—	12	29
	Roman Catholic Schools - -	—	—	—	—	—	—	—	406	406	—	—	—	—	—	—	—	—	2	—	—	1	—	—	—	—	31	33
	Total - -	59	—	—	—	—	—	38	764	861	—	—	—	—	—	—	—	—	19	152	—	—	—	—	—	31	68	270

(No. 9.)

STATISTICS of INSPECTION under REVISED CODE, from 1 September 1869 to 31 August 1870—*continued.*

GRANTS.*

DENOMINATIONS.	Day Schools, Articles 40 (*a.*), (*b.*), 47, 54, and 90¹. †					Evening Schools, Article 40 (*a.*), (*c.*)†		
	Amount of Grants awarded on					Amount of Grants awarded on		
	Examination.‡	Attendance.		Half Time, Article 47 (*b.*)	Total.	Examination.	Average Attendance.	Total.
		Average.	Infants under 6.					
ENGLAND & WALES.*	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *N. S.* or *Ch. of E.*	201,692 16 5	163,025 9 4	55,542 15 0	94 4 8	420,355 5 5	11,261 5 5	6,582 0 6	17,843 5 11
B., W., and other S. *not* connected with Ch. of E.	64,255 11 10	46,493 17 4	14,100 9 11	53 4 0	124,903 3 1	2,559 0 5	1,406 1 7	3,965 2 0
Roman Catholic Schools	16,213 13 1	12,811 15 8	5,568 19 4	7 4 0	34,601 12 1	2,237 8 4	1,142 2 6	3,379 10 10
Total £	282,162 1 4	222,331 2 4	75,212 4 3	154 12 8	579,860 0 7	16,057 14 2	9,130 4 7	25,187 18 9

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1872; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute, 5 July* 1870.)

†Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at the *morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at the *evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or evening meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Articles 46 and 48).

Article 47. Under any Half Time Act 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b.*:—

(*a.*) Upon examination.

(*b.*) Without examination, after they have satisfied the inspector according to the highest Standard (Article 48), but continue to attend school under the Act.

For Articles 54 and 90¹, *see* Table No. 11.

‡ *See* Note (*) in Table No. 11.

STATISTICS of INSPECTION under REVISED CODE from 1 September 1869 to 31 August 1870—*continued.*

TABLE showing the effect of Articles 51–53[1] on Grants to 8,281 Schools (*Institutions*), with an average Attendance of 1,226,034 Children; 1,152,389 in Day Schools, and 73,645 in Night Schools.

DENOMINATIONS.	Amount of Grants allowable under Articles 40–47, 54 and 90[1].	Amount of Reduction of Grants as per First Column.*						Total Amount of Reduction.	Net Amount of Grants paid.
		Under Article 51*b*.	Under Article 52*a*.	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
ENGLAND AND WALES.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DAY SCHOOLS:									
Schools connected with *National Society* or *Church of England*	420,355 5 5	1,045 17 2	1,651 0 2	2,147 1 8	3,263 2 1	45 3 0	4,884 10 4	13,036 14 5	407,318 11 0
British, Wesleyan, and other schools *not* connected with Church of England	124,903 3 1	181 3 4	521 1 5	571 5 0	753 12 9	30 14 9	437 13 5	2,495 10 8	122,407 12 5
Roman Catholic Schools	34,601 12 1	84 3 6	84 14 10	309 3 4	1,119 0 3	11 18 4	107 7 0	1,716 7 3	32,885 4 10
Total Day Schools £	579,860 0 7	1,311 4 0	2,256 16 5	3,027 10 0	5,135 15 1	87 16 1	5,429 10 9	17,248 12 4	562,611 8 3
EVENING SCHOOLS:									
Schools connected with *National Society* or *Church of England*	17,843 5 11	2 12 11	6 3 8	- - -	135 18 10	- - -	46 12 10	191 8 3	17,651 17 8
British, Wesleyan, and other Schools *not* connected with Church of England	3,965 2 0	- - -	2 6 7	- - -	30 1 0	0 16 11	6 5 1	39 9 7	3,925 12 5
Roman Catholic Schools	3,379 10 10	- - -	- - -	- - -	77 10 9	- - -	- - -	77 10 9	3,302 0 1
Total Evening Schools £	25,187 18 9	2 12 11	8 10 8	- - -	243 10 7	0 16 11	52 17 11	308 8 7	24,879 10 2

* The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction† or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,
(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 93[2].)

† In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(No. 11.)

TABLE showing the OPERATION of ARTICLES 46 (*b*), 54, and 90[1], which embody

Year ending

DENOMINATIONS.	Number of Schools (under separate Teachers) examined.			Average Number of Children in Attendance in those Schools.			Number of Schools under separate Teachers which have received additional Grants under Articles 46 (*b*), 54, or 90[1]	
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Total.	Under Six Years of Age.	Over Six Years of Age.	Total.	With an average Attendance of less than 65 Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 45,464.	With an average Attendance of 65 or more Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 351,969.
1.	2.	3.	4.	5.	6.	7.	8.	9.
ENGLAND AND WALES.								
Schools connected with *National Society* or *Church of England British, Wesleyan,* and other	4,697	3,112	7,809	96,372	586,712	683,084	942	2,216
Schools *not* connected with *Church of England*	1,297	507	1,804	25,931	177,339	203,270	134	782
Roman Catholic Schools	153	291	444	6,304	41,771	48,075	27	89
Total	6,147	3,910	10,057	128,607	805,822	934,429	1,103	3,087

EXTRACT from the

ARTICLE 46.—Every scholar for whom the grants dependent upon examination are claimed (Article 40, (*b*) 1) must—

(*b.*) After having been presented for examination in Standard VI., satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

ARTICLE 54.—The grant is increased at the rate of 1*s.* 4*d.* per examination, satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz.:—

(*a.*) The number of teachers must have allowed throughout the past year (Article 17) at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b.*) The number of passes in reading, writing, and arithmetic must—

1. Exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.

Fall under Standards IV.–VI. to the extent of at least one-fifth part of the whole number of passes.

(*c.*) The time tables of the school in use throughout the past year (Article 17) must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

(No. 11.)

Paragraphs I., II., and III. of the MINUTE of 20 February 1867; for the 31 August 1870.

Amount granted under					Number of Schools under separate Teachers in which the additional Grant was lost by the Operation of—					Number of Schools wherein Examination in an extra Subject (Article 54 *c.*) was accepted, and—		
Article 46 (*b.*)	Article 54.	Article 90[1] (1.)	Article 90[1] (2.)	Total.*	Article 54 (*a.*)	Article 54 (*b.*) 1.	Article 54 (*b.*) 2.	Article 54 (*c.*)	Total.†	Passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 331,716.	Not passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 78,704.	Total; the average Number of Scholars *over* Six Years of Age attending such Schools being 405,420.
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.								
2,437 16 0	14,948 15 0	1,385 0 0	526 0 0	19,297 11 0	1,573	2,668	2,485	5,061	5,815	2,748	657	3,405
862 16 8	4,381 12 9	780 0 0	360 0 0	6,384 9 5	425	465	541	1,050	1,240	754	163	917
90 8 0	522 12 5	55 0 0	18 0 0	686 0 5	125	77	211	354	374	90	11	101
‡3,391 0 8	§19,853 0 2	2,220 0 0	904 0 0	26,368 0 10	2,123	3,210	3,237	6,465	7,429	3,592	831	4,423

REVISED CODE of 1870.

ARTICLE 90[1].—The managers of schools wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54 (*a*) may claim grants—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also—
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[2]), viz., 8*l.* for every such pupil-teacher placed in the first division, and 5*l.* for every such pupil-teacher in the second division of students.

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* Included in the column "Examination" in Table No. 9.

† In comparing this total with the sum of the figures under columns 15, 16, 17, and 18, it must be borne in mind that in many instances the same school may have failed to satisfy *two* or *more* of the conditions of Article 54.

NOTE.—The difference between the numbers under column 4 and the sum of the numbers under columns 8, 9, and 19 is made up of schools which received grants under Articles 46 (*b*) and 90[1], but failed to satisfy one or more of the conditions of Article 54.

‡ Under Article 46 *b.* there were presented for examination, 11,105 children, of whom 8,494 satisfied the inspector.

§ The increased grant, at the rate of 1*s.* 4*d.* per examination, under Article 54, was paid on 298,189 passes.

(No. 12.)

Day Schools examined, under Article 48, for *Simple Inspection only.*

Denominations.	Number of Schools (Institutions).	Number of Children in Average Attendance in those Schools.				Standard I.									Standard II.									Standard III.								
						Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
									Who passed in			Who failed to pass in						Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
		Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																															
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of Eng.* - *Brit., Wes.*, and other Schs. *not* connected with Ch. of England	338	5,917	3,730	180	9,827	3,175	206	3,381	2542	2393	1921	839	988	1460	2,329	616	2,945	2470	2570	1467	475	375	1478	1,134	1,196	2,330	2059	1644	1302	271	686	1028
	44	2,033	342	285	2,660	626	110	736	629	624	590	107	112	146	372	205	577	516	553	413	61	24	164	156	258	414	381	344	295	33	70	119
England & Wales. *Roman Cath.* Schs.	2	—	51	—	51	17	4	21	18	19	19	3	2	2	5	2	7	7	7	5	—	—	2	—	9	9	9	8	6	—	1	3
Total - -	384	7,950	4,123	465	12,538	3,818	320	4,138	3189	3036	2530	949	1102	1608	2,706	823	3,529	2993	3130	1885	536	399	1644	1,290	1,463	2,753	2449	1996	1603	304	757	1150
Scotland. Schs. connected with *Church of Scotland* - -	29	2,212	122	150	2,484	326	37	363	352	309	309	12	54	54	274	139	413	405	397	383	8	16	30	142	226	368	362	327	319	6	41	49
Scotland. *Free Church* Schs.	4	219	73	—	292	60	3	63	61	52	46	2	11	17	28	7	35	34	33	29	1	2	6	19	23	42	41	41	37	1	1	5
Scotland. *Episcopal* Schs. -	3	94	51	—	145	29	—	29	26	21	20	3	8	9	24	4	28	25	23	16	3	5	12	14	15	29	26	27	17	3	2	12
Scotland. *Roman Cath.* Schs.	1	—	—	—	—	7	3	10	10	10	10	—	—	—	12	2	14	13	14	13	1	—	1	6	9	15	15	15	15	—	—	—
Total - -	37	2,525	246	150	2,921	422	43	465	449	392	385	16	73	80	338	152	490	477	467	441	13	23	49	181	273	454	444	410	388	10	44	66
Total, Great Britain	421	10475	4,369	615	15459*	4,240	363	4,603	3638	3428	2915	965	1175	1688	3,044	975	4,019	3470	3597	2326	549	422	1693	1,471	1,736	3,207	2893	2406	1991	314	801	1216

* Of the 421 Schools examined under Article 48, no returns have been made for 135 of them, viz.: Church of England, 123; British and Wesleyan, 7; Roman Catholic, England and Wales, 1; Church of Scotland, 3; Roman Catholic Church in Scotland, 1.

No. 12.—Day Schools examined, under Article 48, for *Simple Inspection only*—continued.

Denominations.	Standard IV.									Standard V.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England & Wales. Schs. con. with *Nat. Soc.* or *Ch. of Eng.*	311	1,126	1,437	1,311	1,078	839	126	359	598	37	495	532	492	432	329	40	100	203
England & Wales. *British, Wesleyan,* and other Schools *not* connected with Ch. of England	55	257	312	298	241	184	14	71	128	7	139	146	142	132	96	4	14	50
England & Wales. *Roman Catholic* Schools	2	4	6	5	3	4	1	3	2	—	—	—	—	—	—	—	—	—
Total	368	1,387	1,755	1,614	1,322	1,027	141	483	728	44	634	678	634	564	425	44	114	253
Scotland. Schools connected with *Ch. of Scotland*	52	267	319	318	267	284	1	52	35	7	115	122	121	109	108	1	13	14
Scotland. *Free Church* Schools	8	22	30	30	24	28	—	6	2	1	4	5	5	4	5	—	1	—
Scotland. *Episcopal* Schools	3	6	9	9	5	8	—	4	1	1	3	4	4	4	3	—	—	1
Scotland. *Roman Catholic* Schools	1	6	7	7	2	5	—	5	2	—	—	—	—	—	—	—	—	—
Total	64	301	365	364	298	325	1	67	40	9	122	131	130	117	116	1	14	15
Total, Great Britain	432	1,688	2,120	1,978	1,620	1,352	142	500	768	53	756	809	764	681	541	45	128	268
—	Standard VI.									Total. (Standards I. to VI. inclusive.)								
England & Wales. Schs. con. with *Nat. Soc.* or *Ch. of Eng.*	1	224	225	213	192	125	12	33	100	6,987	3,863	10,850	9,087	8,309	5,983	1,763	2,541	4,867
England & Wales. *British, Wesleyan,* and other Schools *not* connected with Ch. of England	—	45	45	45	42	30	—	3	15	1,216	1,014	2,230	2,011	1,936	1,608	219	294	622
England & Wales. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	24	19	43	39	37	34	4	6	9
Total	1	269	270	258	234	155	12	36	115	8,227	4,896	13,123	11,137	10,282	7,625	1,986	2,841	5,498
Scotland. Schools connected with *Ch. of Scotland*	—	82	82	81	82	76	1	—	6	801	866	1,667	1,639	1,491	1,479	28	176	188
Scotland. *Free Church* Schools	—	3	3	3	3	3	—	—	—	116	62	178	174	157	148	4	21	30
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	—	71	28	99	90	0	64	9	19	35
Scotland. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	26	20	46	45	41	43	1	5	3
Total	—	85	85	84	85	79	1	—	6	1,014	976	1,990	1,948	1,769	1,734	42	221	256
Total, Great Britain	1	354	355	342	319	234	13	36	121	9,241	5,872	15,113	13,085	12,051	9,359	2,028	3,062	5,754

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. H. W. BELLAIRS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS *and* OXFORD.

MY LORDS,

Condition of the district.

THE condition of schools in my district remains much as it was. In some places proper buildings and skilled teachers; in others, imperfect buildings and unskilled teachers; in all, irregular attendance.

The Act of last Session will provide "sufficient" accommodation and teaching everywhere, and proper attendance in those places where school boards are appointed and the compulsory clauses adopted. Elsewhere we shall have the old state of things,—comparatively inefficient schools and either neglected or partially educated populations.

Good buildings and efficient teachers comparatively useless without regular attendance.

Many persons seem to think that buildings and teachers will secure efficient schools, but buildings and teachers are useless to children who do not attend, and only partially useful to those who attend irregularly, or even to those who attend regularly themselves, if others are allowed to attend irregularly, the irregular attendance of some keeping back the progress of all.

As a rule, the annual grant schools in my district have been open for instruction from 420 to 430 times during the past year, and in no single school has the attendance of the children been regular; there are indeed but few schools in which the children have been absent less than 60 times per child on the average, in most of them not less than 100; in many of them 150, and in some even more. In one now before me I find it to have been 177 times. Under such circumstances accurate classification and uniform progress are impossible. The child who attends school on Monday is absent on Wednesday, re-attends on Thursday, and is again absent on Friday, or is to be found in his class for five days in one week, and absent from it five days in the next. The teachers struggle against the natural effects of this as much as they can; the regular attendants are kept back and the irregular pushed on: the classes are subdivided, and the same ground gone over and over again, but the results are uniform; children discouraged, progress uncertain, apprentices perplexed, masters and mistresses disheartened, enthusiasm lost, and any high standard of excellency relinquished in utter despair. It is not too much to assert that this irregularity of attendance absolutely prevents efficiency, that no school in the kingdom can contend against it, and that every child who attends, whether regularly or irregularly, where it exists suffers from it. As long as it is permitted the aggregate loss from it will be enormous, politically, commercially, and socially. It tends to lower our force as a nation in the army and navy, to reduce our powers of production, and to increase our taxation by filling the reformatories, penitentiaries, and prisons, besides all other moral and social ills which attach to an ignorant and undisciplined people.

Effects of irregular attendance.

Passes on examination only partial index of the intellectual condition of a school.

The passes on the examination schedule, which we are obliged to accept as the index of the condition of our annual grant schools, is evidence of what they are under the disadvantages of irregular attendance, not of what they ought to be and what they would be if irregular

attendance were removed; they indicate only the minimum which the Inspector is able to accept, not the maximum which under more favourable circumstances he would have a right to demand. In the common subjects of reading, writing, and arithmetic the pass mark would be raised from 10 to 20 per cent. if regular attendance were enforced, and the subjects now treated as special and exceptional, *e.g.*, grammar, geography, history, and the higher rules in arithmetic, would form a part of the ordinary course. But again, even if the "passes" indicated the proper amount of attainment, they would not prove the efficiency of our schools, for as a rule the children presented for examination are in classes far below their years; in many schools each child is, on the average, one or two classes lower than he ought to be. In one of the largest and most important schools, *e.g.* in my district, with very good and painstaking teachers, I find the aggregate loss of years in each Standard as follows :—

Children in classes far below their age.

		Years.
Standard	I.	84
„	II.	59
„	III.	51
„	IV.	19
„	V.	21
„	VI.	8
„	VII.	9
		251

or, in other words, the whole school has a loss of 251 years; or each boy on the average has lost at the least 18 months of progress; or, again, every boy on the schedule is in lessons 18 months lower than he ought to be.

This represents more or less the present condition of the annual grant schools, *i.e.* of the best schools in my district, and the future condition of all schools which hereafter rise to the state of the annual grant schools *without compulsory attendance.*

To see the general condition of the young in our parishes we must go beyond the capitation schedule and the school buildings, and consult the records of crime and ignorance in our Poor Law unions, our reformatories and prisons, where will be chiefly found those who have been brought up outside school influences; the number and character of these are sufficiently formidable to show that compulsory attendance for all is essentially necessary for the security of life and property in the country.

Neglected children found in prisons, &c.

Compulsory attendance will probably for a long time be confined to the towns. The proprietors in many of the agricultural parishes dislike the idea of school boards. The tenant farmers object to the removal of juvenile labour from their fields, and the parochial clergy cannot bear any interference with the assumed right of sole management, denominational influence, and exclusive superintendence which they have hitherto enjoyed.

Compulsion for a time will be confined to towns; causes of this.

Hence in those places where the managers and teachers have for so long ridiculed all attempts at real efficiency without compulsory attendance, they now refuse the very means of securing it, and so in rural districts we shall have, with irregular or non-attendance, ignorance with its concomitant vice, while in the contiguous towns where attendance is compulsory we shall have improved education and reduction of crime.

Effects of it.

I mention these things, not as attributing any shortcomings to the Act, which has gone in the matter of compulsion quite as far as the country will at present admit, but as indicating the direction which

public opinion and legislation must take, if we are ever to have uniform and efficient education.

Among other changes effected by the Act will be the withdrawal of examination in religion from that class of Inspectors to which I belong.

Results of examination in religion by Her Majesty's Inspector unsatisfactory.

I must confess that I feel thankful for this arrangement. As a rule, the religious examination of the children has been to me unsatisfactory; the children are sometimes presented as instructed in the whole of the Bible (in itself an absurdity), sometimes in biographical sketches, sometimes in the text of the Catechism, but very rarely in a well-considered and properly graduated syllabus of Scripture, or in the full meaning of the Catechism with Scripture proofs. The consequence of this is, that an accurate examination is impossible, and, as the verdict upon "religious instruction" depends, at all events in great measure, upon the agreement of Her Majesty's Inspector, who is not pecuniarily interested, and of the parochial clergyman, who is pecuniarily interested in it, I have never ventured, except in the extremest cases of disgraceful neglect, to recommend the imposition of the fine, viz. a refusal of the whole annual grant. All responsibility in this matter is now removed from Her Majesty's Inspectors, and I sincerely hope that the clergy, with the teachers where intrusted with it, will, under a sense of the individual responsibility which now attaches to them, effect a considerable improvement in this branch of knowledge.

Reasons for this.

The State has not undertaken to supervise religious teaching.

As this subject of inspection in religious knowledge has been much misunderstood, and as at the present time there is, as it appears to me an unnecessary amount of alarm in the minds of many persons on the change in the New Act respecting it, I venture to make the following remarks:—In the first place it should be borne in mind that the State has never undertaken to conduct or to exercise supervision over the religious teaching in elementary schools. Her function has been simply that of testing it, nor has she done this in all the schools under her inspection; the work has been confined to one particular class of schools, which in this matter have received at her hands exceptional treatment. It is therefore a fair assumption that when the State, as she now does, reduces all schools under her inspection to the same level in this matter she does not introduce a new principle, but withdrawing the exception applies the same principle that existed before to all.

Religious character of a school not determined from the examination in religion by Her Majesty's Inspector.

Again, when the State in 1839–40 drew out her rules and regulations for inspection, and granted to the Church of England that exceptional treatment which the other religious bodies did not seek, she did not by this Act intend to divide the two classes of schools into "religious" and "secular," or to suppose that religious instruction would be attended to better in one set of schools than in the other; nor did the managers of those schools, *e. g.* of the Roman Catholics and Protestant Nonconformists, who sought not for religious inspection, intend to intimate thereby, any less earnest convictions of the necessity of religious instruction for their children than did the managers of those schools who sought it; on the contrary, some of these bodies absolutely declined it on the ground that it would injure rather than improve the religious knowledge of their children, strongly protesting against the intrusion of a State officer, although of their own denomination, into a function which in their view a State officer under the conditions of the case could not properly discharge.

No evidence of the relative advantages or disadvantages of examination

Again, there is no evidence, so far as I know, as to the relative effects of the two plans upon the religious knowledge of the children; the Church of England may say that her plan has been the best, but the other bodies deny it; the Roman Catholics think their system, and the Protestant Nonconformists think theirs best. In default then, of

positive evidence on the point, it is surely unfair to assume a superiority not proven, but without venturing to express an opinion here as to the better or worse of these two systems, I feel obliged reluctantly to confess that the religious knowledge in the schools under my inspection is year by year growing less.

in religion by Her Majesty's Inspector.

Some remarks reported as made by Bishop Temple in a sermon preached at Exeter a few Sundays ago may in some measure account for this:—

"Hitherto in as far as the Government had taken any part in the education of children, it had included their religious education within its scope, exercising supervision over both the religious and secular instruction, and therefore there had been no such imperative necessity for others to look at the matter."

Erroneous views on the function of the State as to supervision of religious teaching.

Now if it be true as I have stated that the function of the Government never has been to exercise supervision over the religious instruction of any schools whether Church of England, Roman Catholic, or Protestant Dissenting, and if as the Bishop of Exeter assumes "there has been no "imperative necessity for others to look at the matter," we can easily see not only why so much error prevails on this point, but why the religious knowledge of children in church schools has fallen off. "Between the two stools the poor children have fallen to the ground." Something more than a justification, this, for the course now adopted by the Government in the recent Act; something more than an ordinary reason why the friends of church schools who have been under this system should hesitate before they call in question and condemn without inquiry the religious agencies and results of those who have declined to be under this system; persons in glass houses are proverbially warned against casting stones.

Advantages from clerical superintendence of religious teaching.

All this is quite consistent with the fact that there are in my district many clergymen who failing to recognise the responsibility of religious supervision in the government claimed for it by the Bishop of Exeter, have claimed it for their own children themselves by virtue of their ordination vows, and their bishop's licenses, and under a sense of their own deep responsibility herein have either supervised or undertaken this work themselves, in church or in school, on Sundays or week days, or both.

"*O si sic omnes.*" On the religious instruction of their children so far from having a word of censure, I have none but of praise. Their work will stand, and in proportion as such ideas of clerical responsibility in this matter prevail, and such examples in measure and degree according to circumstances are followed, will be the future religious knowledge of the children belonging to the Church of England.

Alteration of holidays suggested.

To meet some of the objections to compulsory attendance on the score of removing boys from agricultural labour, it has occurred to me that certain modification in the present plans for holidays and hours might be introduced, *e.g.*, if schools commenced work at 8½ a.m. instead of at 9, and at 1½ p.m. instead of at 2; and if a half instead of a whole holiday was given on Saturday, and the Easter and Whitsuntide holidays stopped, and the Christmas holidays reduced to a day or two, a sufficient gain of school time would accrue, to allow boys to go to work in the spring and summer months, compelling attendance only through the winter and early spring.

Of the causes of comparative inefficiency in existing annual grant schools, besides the irregular attendance of which I have spoken, I would mention—

Insufficient agency one cause of inefficiency.

I. Insufficient agency. Under the present arrangement one teacher is all that is absolutely required by the Code for a school where the number in attendance do not exceed 90.

In consequence of this when the funds are low one teacher has frequently to manage and teach a school of 70 or more in which there are eight classes and children extending in age from 3 years up to 14.

Graduated payments for different Standards suggested.

My impression is that in every school there should be an efficient teacher for every 25 to 30 children in ordinary attendance. The attainments of pupil-teachers have fallen off considerably since the payments to the masters and mistresses for their instruction have been withdrawn. I have thought that such payments might with advantage be restored. I am also of opinion that the modes of payment on examination might be improved by graduating the sums upwards, so as to give the teachers a pecuniary interest in the progress of the children, and by introducing a new Standard VIII. The grants for "special" subjects might, I think, be withdrawn. The drill in our schools is generally bad; I should like to see a regular system of military drill introduced, with marching tunes and, where practicable, with drum and fife bands. Arrangements with the adjutants of the militia and volunteers for providing the necessary teaching might easily be made, and the expense of it by employing drill serjeants would not be great.

Grants for special subjects withdrawn.

Drill.

Double wooden partitions suggested.

Some modification of the existing rules as to the separation of the different rooms in schools might, I think, be allowed. As it is, brick or stone partitions are required; double wooden partitions, if well fitted with a space of some three or four feet between, would be sufficient to preserve each room from disturbing noise. The educational importance of one large room in a parish for collective meetings, penny readings, &c. &c. is very great, and is sufficient to justify some relaxation of a general rule in itself proper and good.

I have the honour to be, &c.

H. W. Bellairs.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. J. RICE BYRNE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* GLOUCESTER, SOMERSET, *and* WILTS.

MY LORDS,

DURING the two years ended the 31st of August 1870, the general condition of my district remains nearly what it was when I last had the honour to furnish a report. A slight addition has been made to the total number of schools or separate institutions, and a more sensible increase has taken place in the departments. In the year 1868 the children present at examination in the annual grant day schools amounted to 19,044, in 1870 to 22,323, with an average attendance in the former year of 15,446, in the latter of 18,625. The number of certificated teachers, pupil-teachers, and assistants has risen during the same time from 198, 159, and 8, to 223, 193, and 12 respectively; the children presented for examination from 9,287 to 10,802, the passes in reading, writing, and arithmetic from 23,983 to 26,569. In 1868 I actually inspected as many as 174 schools containing 202 departments, in 1870 only 167 schools or 221 departments, the diminution in the number of schools and the increase in the departments being accounted for by the fact that in the former year a large proportion of the schools were mixed, in rural districts, under uncertificated teachers, containing each only one department.

General condition of the district. Increase in schools, children, and teachers.

Leaving statistics and stating only general impressions, I believe myself justified in reporting a perceptible, if only slight, advance in regard to the quality of the attainments, the efficiency of the discipline, and the regularity of the attendance, a result which I attribute in some measure to the frequent and copious reports in the newspapers of discussions on the terms of the Elementary Education Act, by which the attention of school managers, teachers and parents of scholars has been drawn more forcibly than hitherto to the use and importance of education. To this perhaps is due the significant fact, which others have remarked besides myself, that this year the children in the first classes of several schools, especially in towns, are somewhat older than they have been for several years past.

Beneficial effect on schools of discussions of the education question.

The three large towns which are included in my district, Cheltenham, Bristol, and Gloucester, stand relatively to one another in the order in which I have named them, as regards the amount and quality of the educational provision they afford for the children of the labouring classes, and this position they have maintained, with little variation, from the time when I first succeeded to this district some eight years ago.

Educational condition of Cheltenham, Bristol, and Gloucester.

To commence, as in my last report, with the most considerable of the three, Bristol. In a return made to the House of Commons in 1868, I find that out of the 14 largest towns in England, with a population of over 60,000, Bristol ranks sixth in respect of the per-centage on population of the children for whom school accommodation is provided, and seventh in respect of the per-centage in average attendance. In 1870 I have on my list of Church of England schools receiving annual grants in Bristol and Clifton, and excluding Bedminster, as many as 32 schools, or 59 departments, which is an increase of 8 schools, or 21 departments, on the numbers given in my last biennial report. So far the improvement is satisfactory. The accessions made within the last two years, together with the still greater augmentation which may be expected as the result of the extraordinary exertions made by the Church of England to avail itself of building grants from the Education Department before the termination of 1870, will no doubt go a great way towards providing

Bristol; schools, whether sufficient and efficient.

that "sufficiency" of school-accommodation required by the Education Act. Turning to the question of "efficiency," I abandon the plan I have pursued hitherto, because misunderstandings have arisen from it, of singling out certain schools by name for special commendation, and content myself with the general remark that the great majority of the Church of England annual grant schools in Bristol occupy a position of mediocrity, more or less respectable, a few are decidedly and persistently ill-managed and in indifferent condition, whilst a select few again deserve, as several of them have ever done, to be classed with the best elementary schools in the kingdom.

Defects in the elementary school condition of Bristol.

I submit for your Lordships' consideration and, if I may be so permitted, for that of the school board that is to be in Bristol, the following facts all having reference to the question of the particulars in which the school system now established in that city may be improved.

1. School buildings badly distributed.

1. Firstly, the school buildings are in too many instances distributed over the city with but little regard to the number and character of the population for whom they are designed. This is due in part to religious or parochial jealousies, in part to the want of one central authority, organising and superintending the city educationally as a whole, in other words, to the want of a school board. There is one instance, if not more, of a Church of England and a dissenting school standing back to back, yet both receiving annual grants of public money. There are several of these schools built, more or less avowedly, to empty those belonging to other parishes or rival denominations. There is one example at least of handsome school premises in a locality from which the poorer population has ebbed away in consequence of dwelling houses having been removed to make way for spacious warehouses and offices. And again there are poor districts in which school buildings are either too small or entirely wanting.

2. Inadequacy of the teaching staff.

2. Secondly, in several instances the staff of teachers is inadequate to the number of children in attendance. This is especially the case in boys' schools, in consequence of the many situations open to boys in shops, offices, and warehouses, in all of which they are better remunerated than if they remained in the school as pupil-teachers. The result is, that the scholars are neither taught nor superintended individually as they should be. The lesson degenerates into a lecture, in which the stupid, or careless, or timid child learns little or nothing. Discipline is only loosely maintained, especially in the lower classes. The school becomes in effect a mob; the individuals composing it, instead of acquiring habits of self-control, of silence, of sustained attention—habits, they can never acquire at home,—are only confirmed in unruliness and idleness.

3. Irregular attendance.

3. The attendance is still in general far less regular than would be desirable. The parents shift from place to place to get work, carrying their children with them. The children themselves migrate from one school to another from caprice, to escape punishment, to secure another school treat or more or better prizes, to exchange a strict teacher for an easy going one, to elude paying up arrears of school-fees, or for any one of a hundred reasons, all of them insufficient. Were there a common understanding between all elementary schools in the same locality, they would certainly in self-defence and in the interest of the whole devise some such plan of proceeding in common as should reduce the practice of unnecessarily changing schools to a minimum, and render attendance as regular as it would be possible to make it without compulsion.

4. Early age of leaving school.

4. Fourthly, there is still little, if any, improvement in regard to the early age at which children are withdrawn from the elementary school, even in a centre of trading and commercial activity like Bristol, where

education would actually be of greater value than in a smaller town or in the country. The few cases in which first class scholars are said to have been retained at school one year longer than they used to be in consequence of the interest recently excited in education, will cease to be exceptions to the general rule so soon as the subject loses the prominent position it has held hitherto in the newspapers.

5. Fifthly, the provision made for the education of that lowest class in the community, which furnishes by far the largest proportion of absentees from school, is still far from satisfactory in point either of extent or of efficiency. I gather from the Report of the Ragged School Society, that there are in Bristol seven schools in connexion with that society. Five of these are known to me, viz., Deep Street and Eugene Street, both in the parish of St. James's; Bread Street, in St. Philip's; the Temple Ragged School, and the one in Sydney Alley, maintained by the masters and scholars of Clifton College. Two of them are, I believe, under teachers, who if not trained, have obtained their certificates on examination, and are otherwise entitled to Government assistance, even under the Minutes of Council, now on the point of being superseded. The others have had to depend as yet entirely on voluntary contributions. Yet it is exactly they who are working, so far as they do it well, most effectively in the public interest; they are instructing in better manners those who receive no instruction at all if not at school, the class who are emphatically the "dangerous" class, who supply us with our criminals, from whom the mist of ignorance and wickedness, which is as the air they breathe, ascends stealthily but surely upwards to infect the moral health of every class in English society, even to the highest. In any system of education, that deserves the name of "national," the claim of schools for the very poor to public money can never be overlooked.

5. Insufficient educational provision for the very poor. Ragged schools; their claims to public money.

Cheltenham is in advance of all the other towns in my district for the amount and excellence of its educational provision for the poor.

Cheltenham; satisfactory state of the schools.

The parish comprises 11 ecclesiastical districts, 10 of which are duly furnished with Church of England schools under certificated teachers, and the eleventh will cease before long to be an exception. In these 10 schools there are as many as 26 departments, an increase of two schools and two departments since 1868. Each one therefore of the schools has its separate rooms under separate teachers for boys, for girls, and for infants respectively, All Saints' and St. Mark's excepted, which having been recently established, may yet expand into their proper dimensions. As the accommodation provided in institutions not distinctively Church of England is, I understand, on an equally liberal scale, Cheltenham must have enough or more than enough of elementary school building to satisfy requirements on the score of "sufficiency." Of the "efficiency" of the schools under my supervision, I can report as favourably as in former years. Out of 26 departments I bear in mind only some two or three which fall somewhat short of the level of satisfactory, whilst a considerable proportion would bear not unfavourable comparison with the best of elementary schools receiving grants from your Lordships. The managers are unusually well informed in the subject-matter of their duty, and vigilant in the discharge of it; the teachers are for the most part able, numerous, and adequately paid; the children are comparatively speaking regular in their attendance, and what is of more importance than might generally be supposed to the well-being of schools for the poor in any given locality, the public opinion of the place rules so decidedly in favour of education, that it is, so to speak, easy to raise a school to a state of efficiency that is under a not inefficient teacher.

Should a school board be instituted, there would be little for it to do except to transfer to the whole body of the ratepayers that burden of expense which now presses somewhat too heavily upon the charitable few, to promote that common understanding between all managers and teachers which is so conducive to the educational prosperity especially of a populous town, and to put in force the powers with which a school board is invested by the Education Act of compelling attendance.

Gloucester; still unsatisfactory.

In the educational condition of Gloucester there are some slight symptoms of an alteration for the better since the unfavourable account I gave of it in my last report. There are nine Church of England schools, or 15 departments, receiving annual grants, which is an addition of one school, or four departments, within two years. The one school that has hitherto served for the united parishes of St. Mary-de-lode and St. Catherine has been resolved into two, and a handsome new building erected in St. Mary-de-lode. In St. Luke's spacious schools were opened last year for three departments with every present prospect of success, and there is a promise of suitable accommodation to be provided for three departments in St. Mark's, and for one or more in St. Nicholas'. In other respects Gloucester remains for the most part educationally as it was. The distribution of the school buildings in their relation to the population is still scarcely what it might be. In general the rooms are small; the school is in one department, mixed, for both sexes—an arrangement which is to be avoided in towns where possible,—the teaching staff is inadequate and underpaid, the children are exceptionally irregular in attendance, and in some parishes have acquired a habit of dropping in to school late in the morning, which is much to be deprecated; the discipline is administered on easy terms; the attainments both secular and religious are with very few exceptions below the average. Denominational education in Gloucester has not succeeded as its advocates would desire. Were the appearance it here represents universal it would deserve to be abolished. In the interest of education and of the poor of Gloucester it is to be wished that a school board were instituted which would reorganize the educational apparatus of the city, redistribute the school buildings, provide sufficient teachers and teachers' salaries, enforce attendance, and save charitable persons in the future from those heavy sacrifices in time and money which are now nearly thrown away. It might still be possible to have religious instruction and the religiously instructed teacher, whom it would be the duty of the religious body to which he belonged to fully qualify for this one of his functions, and the duty of the managers to supervise.

School board desirable for Gloucester.

Smaller towns, progress in.

In the smaller towns little has occurred to demand especial mention. In Stroud there is some evidence of progress in the existing schools and the prospect of another. The ancient endowments in Cirencester have fallen into the hands of able managers anxious to extend their sphere of usefulness. In Berkeley the schools for boys and girls have risen within the last three years to a highly creditable condition of efficiency. Tetbury maintains its well-established reputation. There is continued progress at Winchcomb, thanks in the main to the exertions of one of the principal landed proprietors. Northleach is in excellent hands. The same may be said of Painswick and Dursley, although in the latter case efficiency has been somewhat marred by the jealousies of rival denominations.

Manufacturing villages about Stroud.

Next to the small market towns come the manufacturing villages and hamlets of the Stroud valleys; here there is in a majority of the schools an almost uniformly low level of attainments and a looseness of discipline, which is so remarkable as to be deserving of a special notice. Various excuses are alleged for it, which may be resolved summarily into one,

that the children are to blame; it is said that they are exceptionally stupid and disorderly and irregular in their attendance, and that this is due— Reasons why schools in poor condition. The children are in fault.

1. To early neglect. The mothers being from earliest morning till late in the night at work in the mills, the children are left to themselves and grow up from babyhood in a "poor creature" condition, from which they never emerge, and in which they are equally inapt to learn and inamenable to discipline. 1. Early neglect.

2. To the habits of their parents; they are said to be given to drunkenness, to be bad managers, to be ignorant, to be indifferent as to the ignorance of their children. 2. Habits of parents.

3. To the character of the soil. Certainly, where the soil is clay, I have remarked myself, and others have remarked it before me, there the poorer residents are almost invariably wanting in intelligence; and where the school is a comparatively good one (which is rarely) it is the work of an exceptionally able and persevering school teacher, who finds that he can bring the children up to a certain limit in the matter of mechanically learning and mechanically obeying orders, but beyond that all advance is impossible. 3. Character of soil.

Here it will be in place to observe on the paucity of "half-timers" in my district in schools where they might be expected to be numerous. What may be the cause or the causes I cannot say, I can only assert the fact, and with it repeat what has been frequently confided to me by teachers and managers, that the fault lies with the officials whose duty it is to see to the proper carrying out of those provisions of the Factory Act which prescribe attendance on half-time, more particularly with the local officer (whoever he may be), who is instructed to certify to the ages of the children. Paucity of "half-timers." To what attributed.

There is activity in the rural parishes, chiefly on the part of the clergy, who are anxious to avoid the rate aided school, from which religion would be (as they believe) virtually excluded, and on the part of the farmers, who are as anxious to avoid a rate for the furtherance of an object towards which they have as yet contributed little beside hostility. The newly born liberality of the latter class is highly edifying. Rural districts.

The somewhat ordinary level of schools in most agricultural parishes is occasionally broken by exceptions; amongst these I would mention— Superior rural schools.

1. Dumbleton, mixed, with an attendance of 117 at inspection, where the skill and singleness of purpose of one man, the teacher, have created a school out of unpromising material as thoroughly efficient in regard to elementary attainments as it would be possible to find in the mere country and under the circumstances. 1. Dumbleton.

2. Oldbury-on-Severn, mixed, with an attendance of 107. Here every child presented for examination has passed with credit for five successive years, and everything else is in accordance. 2. Oldbury-on-Severn.

3. Bishop's Cleve, mixed, attendance 124. Here attainments and discipline were at the lowest ebb, until a teacher succeeded under whom the school rose rapidly to a first class condition for a rural parish. 3. Bishop's Cleve.

I remark that each of these superior mixed schools is under a master, and this entirely accords with the tenor of my whole experience in this kind, that however desirable it may be in many respects to see young children of both sexes, when together, entrusted to the care of a female teacher, it is under a man only that an elementary school attains to a state bordering upon excellence. Superior mixed schools only when under a master.

The certificated teachers continue to discharge their duties as a body satisfactorily; where the reverse is the case, it is usually an instance of a person who has drifted through a variety of circumstances into a Certificated teachers; their good behaviour and value.

profession for which he is unfitted, or that of one who has obtained a certificate without the preliminary two years' training. And here I may be allowed to express an earnest hope, that, among all the changes in store for us, your Lordships may never decide to lower the standard of attainments now held as requisite for the trained teacher, or to grant certificates on easier terms than at present. In my district there are three normal colleges, one for males at Cheltenham, two for females at Cheltenham and Fishponds. On my annual visit to each of them I am always struck with the admirable character of the training to which the students are subjected to fit them for their after duties, as I am invariably impressed with the superiority in kind of the trained teacher, when actually in office, to the generality of those who have never passed through the same ordeal. It would be difficult to conceive a more effective stay and stimulus to elementary education throughout the country than would be supplied by the enlargement or multiplication of the normal colleges, so as to double or treble the present supply of duly trained teachers.

Pupil-teachers, improvement in.

The pupil-teachers have progressively increased in number of late years, and if I am not mistaken, improved in point of social standing and acquirements; two or three instances have occurred recently of flagrant misconduct on the part of pupil-teachers, which have resulted in the instant dismissal of the offenders by the managers. Occurrences of this kind are very rare.

Compulsory attendance, whether likely to be successful.

As to the success which is likely to attend the attempt to enforce attendance by law, I confess myself unable to forecast an event, which is in fact dependent on so many contingencies, as, for example, on the wording of those articles of the forthcoming Code of Education which will relate to compulsory attendance, on the working of the byelaws passed by particular school boards, and on the degree of readiness with which such articles and byelaws may be accepted by public opinion. Assuming that the minimum of time insisted on will not exceed 200 attendances, that is, what is equivalent to 100 days in the year; that due regard will be had to the just right of parents to a reasonable amount of service from their children and to the descriptions of labour in demand in particular localities and the seasons in which there is the greatest call for them, I am led by observation to the conclusion, that whatever inconvenience compulsory attendance may inflict in certain instances, the inconvenience will be transient and will never amount to positive oppression, and that for this reason regulations on the subject will be endorsed and carried out by the full force of the opinion of the intelligent public. In evidence of this I may adduce the fact, that I have in several schools, both in town and country, carefully gone over with teachers and managers the names of scholars on their registers who were notorious for their irregularity, and have in every instance ascertained by help of their knowledge of the circumstances of the particular families, that a reasonable amount of compulsion would inflict little or no hardship, and that, such as it was it would speedily pass away when the parents had adjusted themselves, as they would do without difficulty, to the altered state of things.

Exhibition of school-work.

In compliance with an invitation from the Secretary of the Annual International Exhibition of 1871 to make a preliminary collection of articles of school work from schools in my district, to be forwarded afterwards for exhibition to London, I endeavoured at first to make the collections as desired, but, meeting with an impediment in the indifference or jealousies of school-teachers, I availed myself of the other alternative offered me, and sent up instead the names of 25 selected schools, to which the Secretary issued his invitations direct.

Under one sub-section of the articles named as admissible is specified "modelling in clay, plaster, cement, wax, and for terra cotta, carving "in wood, &c." I presume there would be few, if any, specimens exhibited of these descriptions, except from continental schools. But the mention of them was useful as a suggestion. I have acted upon it by proposing to several girls' and mixed schools to vary the monotony of needlework in the afternoons by introducing modelling and carving in one or more of the materials named, as being a fitter means of awakening the intelligence and cultivating the taste than mere sewing, which is a quite mechanical art and not very remunerative. The suggestion has been welcomed in several instances. Perhaps the Science and Art Department would give effect to it by appointing instructors in modelling and carving and inquiring into and rewarding proficiency.

Modelling and carving to be recommended as an occasional alternative to needlework.

In taking leave of the office of an Inspector of schools exclusively connected with the Church of England, and of the duty of examining in religious knowledge, I cannot avoid expressing my hearty satisfaction at this fulfilment of a wish to which I ventured to give utterance in my report for 1868. By abolishing denominational inspection the Elementary Education Act places all schools within a certain limit under the care of one Inspector, thereby removing the ground of one kind of jealousy which till now existed between schools of different denominations in the same locality, the jealousy which sprang from the suspicion of being judged according to another and a stricter measure than that which was dealt out to their neighbours. The Education Act, so far as it has affected the status of Church of England schools in this particular and others, has been variously received by the supporters of these schools in my district. On the one hand the diocesan association, acting under the sanction and with the encouragement of the diocesan authorities, has been making a vigorous effort to multiply Church of England schools, and announces a fixed determination on the part of a considerable section of the Anglican Communion to carry on all the schools belonging to it, so far as the Act allows, on a Church of England basis. On the other hand several clergymen have privately assured me of their desire to surrender their schools into the hands of school boards (thereby ridding themselves of a heavy burthen of anxiety and expense) so soon as they may do so without incurring the displeasure of their brethren and ecclesiastical superiors. They argue that the civil authorities having undertaken the charge of educating the poor, they may themselves conscientiously withdraw to their own peculiar sphere of merely spiritual ministrations.

Abolition of denominational inspection, advantage of.

But this is one aspect of the "religious difficulty," and as the religious difficulty is still only in process of solution I forbear to touch upon it, restricting myself to the expression of a hope, that while all due respect is paid to the rights of dissentient minorities and of those who prefer instruction to be exclusively secular, some means may be found for averting the gradual extinction of that familiarity with the Bible which is at present a national characteristic, and is in great measure the result of Scriptural teaching in elementary schools; otherwise a change will eventually be effected in the moral condition of the labouring classes, which may scarcely be expected to be for the better.

I have the honour to be, &c.

J. Rice Byrne.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. H. M. CAPEL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* WARWICK, GLOUCESTER, *and* WORCESTER.

MY LORDS, Birmingham, January 1871.

Changes in district.

IN January 1869 I was allowed to transfer the census districts of Atherstone, Rugby, and Nuneaton to my colleague, Mr. Blakiston. I was sorry to give up my connexion with many managers and teachers from whom I had received much kindness, but the transfer was rendered necessary by the steady increase in the number of schools on my annual grant list.

Increase in inspected schools.

I am glad to be able to say that that increase has continued, and the following table will show that it extends to every census district still under my charge:—

District.	1870.		1868.		Increase.	
	No. of Departments.	No. of Children.	No. of Departments.	No. of Children.	No. of Departments.	No. of Children.
393B Edgbaston - -	7	1,217	7	1,039	—	178
394 Birmingham - -	68	13,386	61	11,888	7	1,498
395A Aston (within) - -	19	3,983	18	3,401	1	582
395B Aston (without) - -	8	988	6	584	2	404
396 Meriden - - -	15	727	9	351	6	376
399 Foleshill - - -	3	321	3	315	—	6
400 Coventry - -	11	1,826	8	1,334	3	492
402 Solihull - - -	10	645	7	512	3	133
403 Warwick - - -	21	1,993	21	1,892	—	101
404 Stratford-on-Avon -	14	1,193	9	768	5	425
405 Alcester - - -	9	998	9	895	—	103
406 Shipston-on-Stour -	21	1,672	16	1,285	5	387
407 Southam - - -	15	900	12	700	3	200
342 Stow-on-the-Wold -	7	486	6	427	1	59
Total number of day schools actually seen.	228	30,335	192	25,391	36	4,944
Total number of night schools actually seen.	53	3,341	43	3,100	10	241
Total - -	281	33,676	235	28,491	46	5,185

New annual grant schools.

The following schools and departments have received annual grants or had certificated teachers appointed in them for the first time, during the last two years:—

Aston Brook (boys').
Bickenhill (mixed).
Bishop's Itchington (mixed).
" " (infants').
Broadwell.
Campden (girls').
" (infants').
Saltley, St. Saviour's.
Solihull, Bentley Heath.
Stourton and Cherington.
Ufton.
Wootton Wawen.

Birmingham:
St. Nicholas.
St. Paul's, Camden Drive.
Bp. Ryder's, Staniforth Street.
St. Asaph's (boys').
All Saints, Heath Street (infs'.)
St. David's (boys').
" (girls').
St. Ann's, formerly St. Matthew's, Cato St. (boys & girls).
Coventry, Grey Friars Lane.
" St. Thomas.

Schools applying for inspection under Art. 72.

The following schools have been inspected or have applied for inspection with a view to the teachers being examined for a certificate :—

Ashted, St. James (branch).
Berkswell.
Birmingham, St. Gabriel's.
" Ch. Ch., Ozyell Street.
Butlers Marston.
Coleshill.
Corley.
Coventry, St. John's.
Deritend, St. John's (branch).
Ebrington.
Ilmington.
Marston Sicca.
Sparkbrook
Stretton-on-the-Foss.
Temple Grafton.
Yardley.
Yardley Wood.

Success of particular schools, why published.

I subjoin lists of all the regularly inspected schools arranged according to the children's success in the individual examination.

That the publication of these lists in my general report and their republication in the local papers have stimulated many schools to increased exertion I am convinced ; but I am doubtful as to the best method of determining the order.

Objections to order given met by addition of two columns to the tables.

To calculate as I have done the per-centage of passes on the number presented and present, encourages some teachers to keep their doubtful scholars back from the examination.

To meet this objection I have, in all schools not for infants only, added two columns, in which I have shown (1) the per-centage of passes on the annual average number of scholars in attendance who are over 6 years of age ; and (2) the order in which the schools would have been placed on this plan.

And by marking the schools which have obtained the grant under Mr. Corry's Minute.

A second objection has been raised, viz., that I am encouraging teachers to present children in standards unsuited to their age in order to pass a larger per-centage and gain a higher place.

To discourage this I have marked with an * all schools which have obtained the additional grant under Article 54, and with a † all those which have obtained anything under its second section.

But the practice referred to is one which would exist if no such list of schools were published. It is a practice not peculiar to any district in England, or to the schools of any denomination.

As I propose to refer to this subject in a later part of my report, I will only say now that no school has obtained an * unless more than 20 per cent. of all the passes gained were in the 4th, 5th, and 6th Standards.

BOYS' SCHOOLS.

No.	Name of School.	Number on Books.	Average.	Number Inspected.	Individual Examinations.					Per-centage of Passes Average.	Place on Average.
					Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.		
1	Temple Balsall * -	69	49	53	46	46	46	46	100·	98·7	4
2	Birmingham, St. Paul's*	305	243	284	217	216	215	216	99·3	89·1	14
3	" St. George's*	409	353	390	310	309	297	305	98·0	86·2	18
4	Offchurch * - -	26	21	24	15	15	15	14	97·7	95·6	8
5	Stoneleigh * - -	39	34	40	35	33	34	35	97·1	102·4	1
6	Shirley* - - -	52	50	62	43	42	41	42	96·9	83·3	21
7	Nechell, St. Clements*-	319	250	305	259	248	255	248	96·6	100·5	2
8	Birmingham, St. Mark's*	303	251	321	239	228	233	230	96·3	91·7	11
9	" All Saints, Heath Street.	199	159	200	147	144	141	138	95·9	95·0	10
10	Birmingham, St. Barnabas.*	325	219	286	206	189	194	189	95·5	87·0	16
11	Lea, Marston - -	52	41	49	41	39	37	41	95·1	95·1	9
12	Birmingham, St. Ann's, Cato Street.	88	61	85	45	44	40	44	94·8	72·3	34
13	Warwick, St. Mary's* -	226	162	221	142	139	130	133	94·4	82·7	22
14	Coventry, St. Peter's * -	215	142	201	139	130	132	131	94·2	96·5	7

No.	Name of School.	Number on Books.	Average.	Number Inspected.	Individual Examinations.					Per-centage of Passes on Average.	Place on Average.
					Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.		
15	Edgbaston, St. James'*	180	158	182	144	141	135	129	93·5	84·9	19
16	Coventry, Trinity * -	303	193	230	170	161	163	153	93·1	82·3	23
17	Birmingham, St. Matthias.*	279	194	265	181	170	165	171	93·1	86·9	17
18	Solihull, Lower Free -	64	58	59	48	46	43	42	90·9	75·2	31
19	Ladywood, St. John's -	230	220	274	214	204	191	183	90·0	87·5	15
20	Napton.*	57	33	45	29	29	24	25	89·6	99·0	3
21	Birmingham, St. Thomas'.*	243	206	257	213	180	190	198	89·5	91·0	12
22	Deritend, St. John's * -	220	166	220	145	126	140	122	89·2	77·9	27
23	Birmingham, St. Matthew's.	369	242	374	252	218	234	221	89·0	90·8	13
24	Southam - - -	96	74	86	50	43	40	38	88·6	54·5	48
25	Long Itchington * -	79	64	77	43	41	40	33	88·4	97·2	5
26	Shipton-on-Stour -	84	54	72	45	41	37	41	88·1	74·7	32
27	Feckenham * - -	73	65	73	61	52	54	54	87·4	96·9	6
28	Aston - - - -	179	108	133	83	66	72	79	87·1	81·5	24
29	Birmingham, St. Stephen's.	249	190	201	126	115	118	92	86·0	65·2	39
30	Birmingham, St. Andrew's.	167	122	150	111	95	92	98	85·6	78·5	26
31	Birmingham, All Saints†	221	190	247	172	127	162	154	85·4	77·7	28
32	Coventry, St. Michael *	220	155	206	155	128	142	123	84·5	84·5	20
33	Leamington - -	166	104	132	62	46	57	54	84·4	61·5	45
34	Birmingham, St. Luke's	179	149	205	144	127	122	115	84·2	81·4	25
35	Bickenhill * - -	32	22	21	18	13	17	15	83·3	68·2	36
36	Meriden - - -	30	24	27	17	10	16	16	82·3	58·3	40
37	Stratford-on-Avon † -	263	197	235	122	110	108	83	82·2	77·0	29
38	Saltley - - -	149	83	113	65	55	56	58	81·5	64·0	42
39	Ashted, St. James' -	129	103	123	68	52	61	59	79·9	52·2	50
40	Lozells, St. Silas' -	133	98	122	71	53	55	62	79·8	57·7	47
41	Moreton-in-the-Marsh *	71	60	60	55	45	42	44	79·4	72·8	33
42	Leamington, St. Mary's	82	71	76	55	47	38	46	79·3	65·1	44
43	Brailes (Endowed) -	36	33	34	32	28	27	21	79·1	76·7	30
44	Birmingham, Bishop Ryder's.	227	160	217	128	105	98	98	78·3	62·7	43
45	Birmingham, Christ Church.*	117	98	107	80	63	65	63	77·9	69·0	35
46	Aston Brook - -	97	78	83	66	54	56	44	77·7	66·0	38
47	Edgbaston - -	125	103	129	88	74	73	55	76·5	67·6	37
48	Birmingham, St. David's	241	155	208	143	91	117	80	67·1	64·6	41
49	" St. Bartholomew's.	107	82	105	66	45	49	38	66·6	53·6	49
50	Birmingham, St. Asaph's	49	41	57	39	24	27	26	65·8	62·6	44
51	Campden - - -	99	66	86	48	33	30	23	61·1	47·8	51
52	Birmingham, St. Mary's	130	68	94	50	35	25	25	56·6	41·6	52

Girls' Schools.

1	Birmingham, St. Matthew's.	244	147	255	146	143	141	138	96·3	95·0	2
2	Birmingham, St. George's	213	144	191	125	116	124	120	96·0	83·3	7
3	Offchurch * - -	32	26	29	21	21	19	20	95·2	103·4	1
4	Edgbaston, St. James' -	137	99	121	77	75	74	69	94·3	73·4	15
5	Temple Balsall * -	91	51	68	37	36	34	34	93·7	67·9	23
6	Coventry, Trinity -	97	86	102	58	56	55	52	93·6	63·1	26
7	Birmingham, St. Luke's	165	94	136	80	71	80	73	93·3	79·0	12
8	Coventry, St. Michael's *	206	144	189	135	128	130	130	93·2	87·5	4
9	Nechell, St. Clement's *	187	146	192	133	120	124	119	90·9	80·6	9
10	Ladywood, St. John's *-	206	141	185	135	125	120	120	90·1	86·9	5
11	Stratford-on-Avon † -	192	131	165	66	64	61	52	89·3	55·8	30
12	Birmingham, St. Mark's*	280	182	270	188	172	173	158	89·2	92·1	3
13	" St. Matthias'.	206	127	169	107	97	97	92	89·0	75·0	14
14	Birmingham, St. Thomas'.	259	198	241	168	149	150	145	88·2	78·3	13
15	Stoneleigh - -	37	34	33	25	21	23	22	88·0	63·3	25
16	Warwick, St. Mary's * -	173	100	156	79	72	71	65	87·9	69·3	20
17	Meriden - - -	32	26	30	24	23	24	15	86·1	79·7	10
18	Birmingham, Christ Church.*	148	109	154	102	90	94	78	85·6	80·8	8
19	Long Itchington -	67	47	63	30	29	26	22	85·5	83·7	6
20	Birmingham, St. Asaph's	57	44	57	35	31	29	30	85·1	68·1	22
21	Leamington - -	153	94	101	53	45	48	42	84·9	62·5	27
22	Birmingham, St. Andrew's.	70	63	54	47	36	42	40	83·6	62·4	28
23	Moreton-in-the-Marsh *	57	41	53	40	34	33	31	81·6	79·6	11
24	Birmingham, Bishop Ryder's.*	261	136	208	115	100	94	87	81·4	69·3	21

No.	Name of School.	Number on Books.	Average.	Number Inspected.	Individual Examinations. Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.	Per-centage of Passes on Average.	Place on Average.
25	Birmingham, All Saints, Heath Street.	128	98	120	84	66	66	70	80·1	70·1	18
26	Birmingham, St. Barnabas.*	238	131	160	113	93	93	85	79·9	69·5	19
27	Birmingham, St. Mary's	110	67	96	64	51	54	48	79·3	70·3	17
28	Hampton-in-Arden	40	32	35	30	27	26	17	77·7	72·9	26
29	Birmingham, St. David's	149	87	123	72	59	56	48	75·4	60·0	29
30	Ashted, St. James'	134	89	118	77	49	68	44	69·7	65·0	24
31	Campden	71	48	65	42	34	25	9	54·6	47·2	31

Mixed, under a Master.

1	Tysoe*	283	184	250	123	123	111	116	94·8	83·9	7
2	Rowington	125	80	104	60	58	58	52	93·3	86·6	4
3	Inkberrow*	92	70	69	42	40	39	36	91·2	68·4	13
4	Eatington	69	52	56	29	28	25	25	89·6	63·4	18
5	Longborough*	101	81	93	58	22	51	52	89·1	93·9	2
6	Cubbington*	138	105	134	81	69	73	74	88·8	79·1	9
7	Stow-on-the-Wold†	64	52	66	40	40	36	29	87·5	67·3	14
8	Birmingham, St. Jude's	174	128	130	87	73	80	72	86·2	58·6	22
9	Leamington, St. John's	149	100	158	48	41	44	39	86·1	68·8	12
10	Whichford	89	65	90	55	49	51	42	86·0	86·1	6
11	Keresley*	150	131	144	87	79	68	77	85·8	82·9	8
12	Walton*	56	43	52	37	36	29	28	83·8	93·0	3
13	Westwood*	82	62	67	58	51	45	46	81·6	76·3	10
14	Ladywood, St. John's, Coplow Street.	226	108	190	54	40	47	45	81·4	52·5	26
15	Birmingham, St. Andrew's, Small Heath.	166	128	150	80	72	71	45	78·3	60·4	19
16	Packington*	69	51	66	50	41	37	39	78·0	86·6	5
17	Henley-in-Arden	99	60	87	39	35	28	27	76·9	60·0	20
18	Alveston	96	75	89	73	62	60	43	75·4	71·4	11
19	Alcester	258	133	202	97	74	72	72	74·9	65·8	16
20	Harbury	106	74	99	65	53	53	39	74·3	65·3	17
21	Wootton Wawen	60	29	51	31	27	22	18	72·0	97·1	1
22	Bishop's Itchington	45	46	40	33	20	26	23	69·7	50·0	27
23	Birmingham, St. Philip's	195	128	159	67	48	50	42	69·6	53·8	24
24	Bidford	229	166	192	83	66	62	43	68·6	59·4	21
25	Lower Swell	66	49	65	32	23	20	22	67·7	55·5	23
26	Birmingham, St. Martin's, Allison Street.	97	51	77	42	33	32	17	65·1	53·6	25
27	Studley	183	129	181	109	64	76	59	60·8	66·6	15
28	Walsgrave-on-Sowe	67	47	52	32	19	17	13	51·0	41·0	29
29	Kenilworth, St. John's	138	94	119	70	41	32	21	44·7	44·7	28
30	Ebrington	63	46	63	35	18	16	8	40·0	40·0	30

Mixed, under a Mistress.

1	Coventry, St. Peter's†	257	164	223	50	49	50	49	98·6	75·5	20
2	" Grey Friars Lane.	124	67	105	24	24	22	24	97·6	70·0	28
3	Shirley*	105	54	84	34	38	33	34	97·0	103·1	2
4	Birmingham, St. Paul's	436	329	384	123	121	127	122	96·3	63·9	32
5	" St. Bartholomew.	122	76	110	50	47	50	43	93·3	61·4	35
6	Oddington*	91	63	79	54	52	50	48	92·6	100·0	3
7	Southam	98	64	82	39	38	36	33	91·4	77·5	18
8	Edgbaston*	104	60	85	49	44	46	44	91·1	75·7	19
9	Stoke	113	94	125	55	53	53	44	90·9	78·8	16
10	Kenilworth*	81	55	74	61	57	52	56	90·1	100·0	4
11	Solihull	158	102	128	49	48	47	37	89·8	58·6	36
12	Birmingham, St. Stephen's.	422	272	392	119	103	110	107	89·6	43·1	44
13	Arrow	63	45	63	34	30	32	29	89·2	108·0	1
14	Deritend, St. John's	222	153	212	112	101	103	91	87·7	70·2	27
15	Ufton	53	31	44	23	22	18	20	86·9	90·9	9
16	Blockley	235	148	202	84	79	77	63	86·9	98·0	5
17	Edgbaston, St. George's†	195	148	197	151	123	140	125	86·7	88·5	10
18	Lighthorne†	56	44	52	38	34	32	32	86·0	83·7	13
19	Saltley, St. Saviour's	195	119	163	63	55	58	48	85·1	97·5	6
20	Birmingham, St. Martin's, New Hall Street.	288	163	222	90	75	86	64	83·3	71·4	24
21	Lea Marston	76	50	61	32	31	30	19	83·3	74·1	21
22	Birmingham, St. Lawrence.	291	146	207	72	56	67	58	82·8	65·8	30

No.	Name of School.	Number on Books.	Average.	Number Inspected.	Individual Examinations.					Per-centage of Passes on Average.	Place on Average.
					Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.		
23	Broadwell	48	33	34	25	22	21	18	81·3	96·8	7
24	Brailes	131	86	112	41	31	36	33	81·3	61·7	34
25	Birmingham, Ch. Ch., Fleet Street.	155	95	137	57	39	50	50	81·2	79·8	14
26	Lozells, St. Silas'	177	105	156	31	27	22	26	80·6	45·1	42
27	Birmingham, St. Mark's, Helena Street.	133	99	146	58	53	52	35	80·4	72·9	22
28	Mickleton	42	33	36	22	20	20	13	80·3	52·5	38
29	Birmingham, All Saints, Nineveh.	198	139	194	80	60	72	60	80·0	96·0	8
30	Stockton	58	38	40	40	37	30	29	80·0	84·2	11
31	Bourton-on-the-Hill†	61	48	54	30	22	28	22	80·0	70·6	25
32	Mappleboro' Green	75	40	73	27	20	23	21	79·0	79·0	15
33	Aston Brook	178	121	167	40	27	36	30	77·5	43·0	45
34	Napton	87	50	67	19	17	13	14	77·2	36·6	49
35	Stourton and Cherington.	62	45	57	32	26	24	24	77·0	70·4	26
36	Loxley	65	43	55	33	24	26	23	73·7	84·0	12
37	Combroke†	52	39	39	25	24	18	13	73·3	65·4	31
38	Kinwarton†	76	44	55	22	20	15	13	72·7	71·6	23
39	Birmingham, All Saints'	214	139	182	57	39	39	39	68·4	57·6	37
40	" St. George's, Hospital Street.	243	128	165	56	33	41	40	67·8	45·0	43
41	Hunningham	52	38	41	27	24	19	11	66·6	66·6	29
42	Budbrook	67	40	65	29	23	22	12	65·5	78·0	17
43	Shipston-on-Stour	108	71	81	33	21	18	25	64·6	62·1	33
44	Spark Hill	49	50	43	23	19	14	10	62·3	50·0	41
45	Bickenhill	23	22	25	14	12	7	4	64·7	51·1	39
46	Naunton	45	32	37	21	13	13	6	50·8	50·8	40
47	Newbold-on-Stour	84	63	81	50	33	24	16	48·6	42·9	46
48	Little Bromwich	53	33	51	18	8	11	7	48·1	34·6	48
49	Feckenham	66	54	68	23	8	13	6	39·1	30·0	50
50	Chesterton	22	20	23	17	9	5	2	31·3	31·3	49

Infant Schools.

No.	Name of School.	Number on Books.	Average.	Number Inspected.	Individual Examinations.				
					Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Coventry, St. Michael's	236	152	205	33	33	32	33	99·0
2	Birmingham, Bishop Ryder's.	207	118	200	20	20	20	19	98·3
3	Kenilworth	141	78	121	17	17	17	16	98·0
4	Ladywood	322	192	305	81	78	80	80	97·9
5	Stow-on-the-Wold	118	94	95	25	25	25	23	97·3
6	Birmingham, St. Paul's (Branch.)	334	176	301	39	39	39	35	96·5
7	Birmingham, St. Mark's	403	215	374	131	128	131	120	96·4
8	" St. Luke's	247	164	228	42	42	42	36	95·2
9	" Bishop Ryders (Branch.)	407	201	389	34	34	34	29	95·1
10	Birmingham, St. Matthew's	416	223	428	95	88	94	88	94·7
11	" St. Barnabas'	410	230	371	100	98	99	86	94·3
12	Stockton	77	58	67	33	32	31	30	93·9
13	Birmingham, St. George's	421	287	402	136	121	132	128	93·3
14	" St. Thomas'	284	199	253	62	60	58	55	93·0
15	Nechell, St. Clement's	484	294	410	103	94	103	89	92·5
16	Birmingham, Ch. Ch.	164	103	138	48	44	47	42	92·3
17	" St. Matthias'	280	162	166	47	42	46	41	91·4
18	Edgbaston, St. James'	270	158	257	50	47	50	40	91·3
19	Birmingham, Bishop Ryder's (Ragged).	403	201	402	91	85	87	77	91·2
20	Coventry, Trinity	194	144	193	44	41	32	37	90·9
21	Moreton-in-the-Marsh	57	45	45	10	10	10	7	90·0
22	Birmingham, St. Andrew's	182	107	151	48	39	47	42	88·8
23	Bishop's Itchington	50	47	45	15	14	14	12	88·8
24	Harbury (Wagstaff Endowed.)	71	43	70	15	14	15	11	88·8
25	Edgbaston, St. George	272	171	246	97	73	93	89	87·6
26	Birmingham, St. Nicholas'	130	80	120	17	14	15	15	86·2
27	" St. Gabriel's	150	57	136	24	20	24	18	86·1
28	" St. Matthew's, Cato Street.	252	145	222	95	83	85	76	85·6

No.	Name of School.	Number on Books.	Average.	Number Inspected.	Individual Examinations. Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.
29	Birmingham, St. Jude's	103	63	83	20	13	20	18	85·0
30	Ashted, St. James'	219	112	195	52	35	51	44	83·3
31	Birmingham, Immanuel	199	110	135	45	34	38	36	80·0
32	" St. Mary's	131	64	101	21	12	19	19	79·3
33	Hampton-in-Arden	62	39	34	6	4	6	4	77·7
34	Warwick, St. Mary's and St. Paul.	219	141	197	31	25	27	20	77·4
35	Birmingham, St. Matthias', Farm Street.	137	106	136	41	30	36	29	77·2
36	" St. Asaph's	232	142	177	39	30	38	21	76·1
37	" All Saints', Heath Street.	232	149	180	19	12	18	9	68·4
38	Campden	94	60	78	25	17	13	14	58·6
39	Birmingham, St. George's, Smith Street.	149	110	133	35	15	27	17	56·2
40	Birmingham, St. David's	147	173	83	—	—	—	—	—

Night Schools.

No.	Name of School.	Number of Departments.	Average.	Number Inspected.	Individual Examinations. Number Examined.	Passes in Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Arrew	1	18	—	21	20	20	21	96·8
2	Offchurch	1	6	8	8	8	8	7	95·8
3	Birmingham, All Saints', Heath Street.	1	25	35	14	12	14	14	95·2
4	Stourton and Cherington	1	9	—	7	7	6	7	95·2
5	Bidford	1	45	—	41	37	40	40	95·1
6	Birmingham, St. Luke's	1	55	80	66	59	66	62	94·4
7	" St. Stephen's	2	50	96	50	47	47	47	94·0
8	Whichford	1	25	—	29	27	28	24	90·8
9	Nechell, St. Clement's	1	64	79	76	68	72	67	90·7
10	Warwick, St. Mary's and St. Paul's.	1	9	—	10	10	8	9	90·0
11	Coventry, St. Peter's	2	46	52	41	35	39	36	89·4
12	Birmingham, Bishop Ryder's	5	374	395	177	141	166	165	88·8
13	Coventry, Trinity	1	13	13	9	8	8	8	88·8
14	Alcester	1	36	—	38	38	32	31	88·5
15	Birmingham, St. Mark's	1	15	59	27	22	24	25	87·6
16	" St. Thomas'	2	183	252	160	126	144	146	86·6
17	Long Itchington	1	19	20	17	15	14	15	86·2
18	Birmingham, St. Andrew's	1	23	30	26	20	23	24	85·8
19	" All Saints'	2	137	195	158	125	139	142	85·6
20	" St. Paul's	1	190	248	213	160	188	198	85·4
21	Saltley, St. Saviour's	1	20	22	15	11	13	14	84·4
22	Birmingham, St. Paul's, Camden Drive.	1	90	119	100	81	82	90	84·3
23	Birmingham, Ch. Ch.	1	38	45	27	22	24	22	83·9
24	Aston Brook	2	22	35	29	24	25	24	83·9
25	Birmingham, St. George's	2	188	307	184	140	160	163	83·8
26	Stratford-on-Avon	1	49	94	44	32	39	39	83·3
27	Feckenham	1	16	15	14	11	12	12	83·3
28	Coventry, St. Michael's	2	41	47	28	22	22	24	80·9
29	Tysoe	1	33	27	28	23	23	21	79·7
30	Birmingham, St. Matthew's	2	242	321	222	161	177	193	79·7
31	Deritend	1	76	104	75	52	62	65	79·5
32	Birmingham, St. Jude's	2	110	144	127	86	110	107	79·5
33	Campden	1	14	—	16	15	12	11	79·1
34	Birmingham, St. Barnabas'	2	83	102	95	67	79	72	76·7
35	" St. Asaph's	2	116	138	86	56	69	73	76·7
36	Edgbaston, St. James'	1	24	36	22	23	19	20	75·2
37	Birmingham, St. Martin's, New Hall Street.	1	42	58	46	31	33	35	71·7
38	Birmingham, St. Bartholomew's.	2	48	57	49	35	34	36	71·4
39	Birmingham, St. Mary's	1	45	68	40	25	27	29	69·1
40	Longborough	1	16	23	21	16	17	10	68·2
41	Blockley	1	31	—	27	23	20	12	67·9
42	Ashted, St. James'	2	25	39	23	14	16	16	66·6
43	Alveston	1	7	4	4	3	4	1	66·6
44	Eatington	1	10	14	11	7	5	6	54·5
45	Birmingham, St. David's	1	16	—	—	—	—	—	—

The following summaries will show the total number of children on the books, in average attendance, present at inspection, individually examined, and successful in reading, writing, and arithmetic:—

Class of School.	No. of Departments.	On Books.	Average Attendance.	Present at Inspection.	Individual Examination.				
					Examined.	Reading.	Writing.	Arithmetic.	Total Passes.
Boys' - - -	52	8,451	6,318	7,906	5,549	4,922	4,991	4,784	14,697
Girls' - - -	31	4,440	2,953	3,939	2,508	2,233	2,254	2,065	6,552
Mixed, under master	30	3,735	2,567	3,295	1,797	1,475	1,431	1,264	4,170
„ under mistress	50	6,414	4,195	5,578	2,361	1,950	1,973	1,740	5,663
Infants' - -	40	8,916	5,420	7,862	1,886	1,660	1,805	1,605	5,070
Total - -	203	31,956	21,453	28,580	14,101	12,240	12,454	11,458	36,152
Departments, Average, &c.									
Night - - -	62		2,744	3,341	2,528	1,965	2,170	2,183	6,318

	Numbers examined.			Per-centage of Failures.													
				Reading.				Writing.				Arithmetic.				Altogether.			
	1868.	1870.	Increase.	1868.	1870.	Increase.	Decrease.	1868.	1870.	Increase.	Decrease.	1868.	1870.	Increase.	Decrease.	1868.	1870.	Increase.	Decrease.
Boys' - -	4,980	5,549	569	11·	11·3	0·3	–	13·5	10·1	–	3·4	15·7	13·8	–	1·9	13·4	11·7	–	1·7
Girls' - -	2,170	2,508	338	9·7	11·	1·3	–	13·5	10·2	–	3·3	20·4	17·7	–	2·7	14·5	13·	–	1·5
Infants' -	1,462	1,886	424	11·8	17·3	5·5	–	6·5	9·6	3·1	–	14·1	15·9	1·8	–	10·8	14·2	3·4	–
Mixed, under master.	2,059	1,797	262	11·	18·1	7·1	–	15·5	23·5	5·	–	21·3	29·8	8·5	–	15·9	22·8	6·9	–
Mixed, under mistress.	2,270	2,361	91	13·0	15·2	2·2	–	15·1	14·2	–	0·9	26·	24·3	–	1·7	18·4	17·9	–	0·5
Total day schools.	12,941	14,101	2,160	10·9	12·8	1·9	–	12·9	11·1	–	1·8	18·2	18·4	0·2	–	14·	14·1	0·1	–
Night schools	2,111	2,528	417	20·2	22·3	2·1	–	17·	14·2	–	2·8	16·1	13·7	–	2·4	18·8	16·7	–	2·1

Reading.

Falling off in this subject more apparent than real.

The last summary shows that in every group there is a falling off in reading, and that this is inconsiderable in the boys' and girls' schools, small in the mixed under mistresses and the night schools, large in the infants', and very large in the mixed schools under a master. I believe this decline is more apparent than real. It is at least partly due to my having adopted a rule which I saw in one of my colleague's reports, of telling the child the first word at which he stops, and rejecting him if he stops again in the next six lines, unless the word be an unusually difficult one. This rule has, I believe, already increased the fluency with which the children read, and will, I doubt not, increase it still more, as every year's experience strengthens my conviction that in too many cases an Inspector obtains what he insists upon, and very little more.

Dictation improved in boys' and girls' schools, but not in mixed schools under master or infants' schools.

In writing from dictation the per-centage of failures has been diminished by more than 3 per cent. (on the whole number examined) in the boys' and girls' schools, and by nearly as much in the night schools. There is a small improvement in the mixed schools under mistresses; and on the other hand a great falling off in the infants', and a still greater in the mixed schools under masters.

As the improvement is found principally in those upper Standards where the children really do write from dictation, and the decline is almost confined to the two lowest Standards, and to schools inspected for the first time, I am not at all dissatisfied with the results obtained in this important subject. Altogether the improvement in dictation is, in day schools, nearly equal, and in night schools more than equal to the falling off in reading. I believe there is no subject which owes more to the Revised Code than dictation, and none in which it is so easy for the teacher to secure a pass, or for the Inspector to award or refuse it without hesitation.

Difficulties of examination in reading, especially in Standard I. and Standard VI.

In reading, on the other hand, I believe the utmost care on either side will not preclude the possibility of an Inspector's rejecting the best and passing the worst readers in almost every Standard, but especially in the lowest and highest. In Standard I. I know that some children pass who are repeating and not reading; both they and I have gone through the same book so often that we have unintentionally learnt it by heart. In Standard VI. the difference between the difficulty of reading (at sight) two paragraphs in the same page of the newspaper is occasionally so great as to enable an indifferent reader to pass with ease, and to make a very intelligent lad break down hopelessly, lose his nerve, and fail to recover it during the remainder of the examination. For this reason, among others, I almost always examine the elder children in writing and arithmetic before they are called up to read.

Arithmetic; improvement in night schools, falling off in mixed schools under masters.

In arithmetic I have tried to raise the standard, and I now give three sums, requiring either two right, or one quite right and the other two right in principle; formerly I used often to give only two sums, and insist upon one being right. The result is, that while in the night schools the improvement has been great, in the girls' schools considerable, in the boys' schools and in mixed schools under mistresses fair, the falling off in the infants' schools is disappointing, and in the mixed schools under masters it amounts to *eight* and a *half* per cent.

Altogether the per-centage of success in the day schools is stationary at 86 per cent.; in the night schools there is an improvement from 81·2 in 1868 to 83·2 in 1870. There is an improvement of $1\frac{1}{2}$ per cent. in the boys' and girls' schools, but a falling off of $3\frac{1}{2}$ in the infants', and nearly 7 per cent. in the mixed schools under masters. This is no doubt partly due to my having lost five of the best schools in this last group when I gave up the eastern part of my district.

Difficulties which these schools present.

But this is not sufficient to account for so marked a decline, nor to explain the fact that, while a certificated master in charge of a boys' school has only on the average 11 failures in every hundred of those examined, one in charge of a mixed school has exactly twice as many. A school for boys only is, on the average, half as large again as a mixed school, and the master has far more often the assistance of pupil-teachers, and can organise his school in a more thoroughly systematic way. And from this it follows as a matter of course that many more young masters have been apprenticed in boys' than in mixed schools, and are from the first much more at home in the one than the other. Of course their difficulties are aggravated when, as is too often the case, they have the infants as well as the girls under their care. Indeed, I think in this last case, when there is only one school in a parish it is generally (although not always) better to put it under a first-class mistress than to engage the services of any master that can be got for the same salary.

More girls than boys at collective examinations

This belief makes me glad to see twice as many girls as boys at my collective examinations for pupil-teachers, and not sorry to know that the number of certificated mistresses in England is at the present time

of pupil-teachers.

nearly or quite equal to the number of certificated masters. In this district I have about 85 masters and 125 mistresses holding certificates, and scarcely a month passes without an addition to the list.

Number of certificated.

Increase in number individually examined rendering the help of an inspector's assistant necessary.

The number presented for the individual examination has increased so much as to make me require the help of an assistant in some of my larger schools, and most grateful have I felt to Mr. Lewis for the help Mr. Sandford has kindly allowed him to give me. Two years ago the number of my annual grant schools was so great, and the prospect of a still further increase was so serious, that I felt compelled to consult your Lordships' assistant secretary, and to tell him that the coming year's work appeared to me to be beyond my power. At that time the prejudice in my district against the employment of an assistant was such that I was only too glad to be able to transfer about 20 of my schools to one of my colleagues. Now this prejudice has been so far overcome, that if the choice were presented to me next spring of having my district diminished, or of having the aid of an assistant, I should certainly prefer the latter alternative. This change of feeling in the minds of the school managers is due in great measure to the manner in which Mr. Lewis has discharged the duties intrusted to him.

Change of feeling in district at the examination of children by an assistant.

Transference of examination in religious knowledge to a diocesan inspector.

The important subject of religious knowledge will soon pass from my care and cease to form any part of the inspections I conduct. I cannot help regretting this, but I do so more on my own account than on that of the schools. I only hope that my ceasing to examine the children in this subject may lead to the appointment of a salaried diocesan inspector, able to devote his whole time to the supervision of the religious instruction of the children of the poor.

Birmingham, Mr. Fitch's report on.

Subsequent increase in accommodation and in children attending school.

In the autumn of 1869 the Church of England State aided schools within the borough of Birmingham contained, according to Mr. Fitch's special report, 134,134 square feet; at the end of 1870 this number had increased to 165,210. In the same period the number of children on the books had risen from 18,650 to 20,695, and the average attendance from 11,822 to 13,359 (the per-centage remaining unaltered at 64·7), and the number of certificated teachers from 87 to 101.

About equal numbers in State aided Church schools, in all other schools, and not at school at all.

I may state here that Mr. Fitch's report confirmed me in the opinion I had previously formed and expressed, that of the 60,000 children of the wage-receiving classes in the borough, nearly 20,000 were being educated in the schools I inspect, and at least 20,000 more in the remaining day-schools of the town, and 20,000 had not been within the walls of any school-room during the past 12 months. I cannot help expressing my earnest hope that the school board recently elected by the ratepayers may be able to reach the large residuum which appears to have been almost untouched by voluntary effort, in consequence of the parents' poverty or apathy.

Mr. Corry's Minute, increase in schools affected by it.

Objections raised to its restrictions.

The number of departments in the whole of my present district which have succeeded in obtaining the extra grant under Mr. Corry's Minute has risen from 29 to 48, that is by 65½ per cent. in two years. In many parishes a feeling exists that the restrictions under which this grant is allowed ought to be removed; with this feeling I do not altogether sympathize, although I am obliged to confess that many deserving teachers fail to obtain it through circumstances over which they have no control.

If the population whose children attend the school be an unusually migratory one, as is the case in our large manufacturing towns, it is very difficult, sometimes impossible, to make the number of passes double the average attendance of those over six years of age. This is so apparent to the teachers that they know they cannot secure the grant, and make no effort to do so.

But in the country districts where there is only one schoolroom, and in the poorer parts of towns, the clause requiring that one-fifth of the passes gained should be in the three higher Standards is the most stringent. For in schools where there is no separate department for infants, the number of children presented in the 1st Standard is very large; in schools where the infants are taught separately it is often, it always should be, extremely small.

Its effect on separate and on mixed schools.

The following table will show how close is the agreement between the per-centage of passes in the three upper Standards and the proportion of schools which obtain the extra grant:—

Class of Schools.	Number.	Number obtaining new Grant.	Per-centage.	Total Number of Passes.	Passes above Standard III.	Per-centage.
Boys' - - -	52	25	48·1	14,697	4,116	28·
Girls' - - -	31	11	35·5	6,552	1,729	26·3
Mixed, under masters -	30	8	26·6	4,170	965	23·1
Mixed, under mistresses -	50	4	8·	5,663	1,117	19·7
Total, excluding infants	163	48	29·4	31,082	7,905	25·4

The subject generally chosen is geography; a few schools attempt grammar, and I have examined girls in domestic economy and in music; no school has yet presented a class in composition, higher arithmetic, or any other subject.

Examination in additional subject a privilege.

When the teachers and children are accustomed to my method and have learnt to prepare for it, they rarely fail in passing the required proportion in the extra subject itself, and the more intelligent children enjoy this part of the examination more than any other. In some schools admission to it is a privilege to be forfeited by misconduct, and a distinction to be competed for in a previous examination.

Effect of this on children's minds.

This is a spirit I am most anxious to encourage, as I think it tends to the solution of a difficulty, which every year becomes greater, and which, under any system of compulsory education, must soon be settled one way or the other.

Classification according to age.

I refer to the classification of children according to age or attainments. In all the schools, both public and private, in this country, of which I have any knowledge, the classes are arranged according to the children's proficiency and settled without reference to their age.

Adopted in German and Swiss schools.

In some at least of the public elementary schools of Germany and German Switzerland the other plan is adopted. I myself spent an afternoon in a school near Zurich where the classification according to age was so strict that no child in the third division was under six or over eight, and not one in the highest under 10 or over 12.

Classes and standards nearly identical.

There is not nearly so much difference as there used to be between classes and standards; in many schools they are identical, and every year I find a smaller proportion of children who are not examined with their class-mates. But this identity of classes and standards is obtained not by presenting the backward lad of 11 or 12 in the *standard* suited to his age, but by keeping him in the same *class* with little fellows of 6 and 7, compelling him to read and transcribe books written for infants and unsuited for him. To do this is to obey the letter of the supplementary rules, but to act in a manner quite contrary to their spirit.

How obtained.

If the first draft of the Revised Code had been accepted, classification according to age would have been a necessary consequence, and it would then have become a regular practice to make all children of about the

same age learn the same lessons in reading, writing, and arithmetic, and to give the more regular and the more intelligent scholars additional instruction in extra subjects.

Demand for Standards VIII. and IX. due to neglect of age classification.

At present the demand proceeding from school teachers' associations in different parts of the country for 7th, 8th, and 9th Standards is due in part to the fact that a master who presents his older pupils in the lower standards is obliged to present some and would like to present more of his younger children in Standard IV., and then complains that he cannot obtain a grant from them more than *four* times after they have been promoted to the first class.

I cannot help expressing my hope that where a school board has compelled a child to attend at least 400 times between his fifth and seventh birthday, he may not be allowed to earn a full grant by passing in the 1st Standard after he has entered his eighth year, just as a child over six cannot earn the infants' grant. Indeed I should like to see Standard I. excluded altogether from boys' and girls' schools where there was a separate department for infants. In nine cases out of ten a certificated teacher, in most cases a pupil-teacher, could make an ignorant child over seven pass the 2nd Standard if he had attended more than 200 times in the six months before the Inspector's visit. Teachers could do this if they would only think they could, and they would soon think so if it were not their interest to think otherwise and to content themselves with making these children pass the lowest standard.

Suggestions for encouraging teachers to present children in standards suited to their age.

On the advantages of refusing to allow a child who had entered his ninth year to be examined below Standard III. I need not dwell, as I feel I cannot say anything which was not better expressed by Canon Tinling last year.

The benefits of encouraging young people in their tenth year to pass the 4th Standard, and insisting upon their attempting to do so in their eleventh appear to me to be even greater. In the first place it would oblige them and their teachers to make the best use of the most important year in their school life. It would make them familiar with the use of pens and ink. I should like to be permitted to forbid the use of slates at the examination to all children over nine years of age.

If their examination were always conducted on paper, the step in advance from Standard III. to Standard IV. would be a very easy one, especially in reading and writing, and it would be far better for those who leave school at ten years of age to have some knowledge of the compound rules, especially of the addition and subtraction of money, than to have been kept for months in simple multiplication and short division in order to ensure a pass in Standard III.

If managers in filling up the capitation schedule were required to place the names of all presented in a standard unsuited to their age below a line, and if your Lordships made a considerable difference in the pecuniary value of a pass above and below that line, the education given in State aided schools to backward children would be improved almost as much as it was improved by the introduction of the Revised Code.

Pupil-teachers, the increase in their number.

On the 21st January 1868 the number of apprentices in my present district was 277, on the 31st August 1870 it was 341, and since that time the indentures of several have expired, and between 20 and 30 have obtained admission into training colleges. On the other hand many have been admitted, and I begin the new year with more than 100 male and about 230 female apprentices.

Their places in the class list of candi-

Of those who were candidates for admission into training colleges, 6 out of the first 53 successful male candidates are from my district, I

have altogether 14 out of 420; the following have obtained a first class :— dates for admission.

Name.	School.	Place.
Williams, George -	Birmingham, St. John's, Ladywood -	13th.
Banks, Edward -	„ St. Matthias - -	33rd.
Hart, Edwin T. -	„ St. Paul's - -	35th.
Dawkes, Alfred -	Leamington - - - -	48th.
Bridge, William -	Birmingham, St. John's, Ladywood -	50th.
Butler, Frederick -	Stratford-on-Avon - - -	53rd.
Stacey, Josiah - -	Feckenham - - - -	99th.

On the female side, the candidates from my district have not done quite so well; of 174 in the first class I have only 5, and only 14 out of 380 in the second class.

The names, schools, and places of those who have gained a first class are—

Dunn, Martha, from Leamington, in the 8th place.
Yardley, Katherine, from Coventry, St. Peter's, in the 98th place.
Mayo, Mary Ann, from Coventry, St. Michael's, in the 101st place.
Collins, Mary Ann, from Ashted, St. James', in the 151st place.
Burgess, Mary Ann, from Birmingham, St. Thomas', in the 166th place.

The accounts I receive from clergymen and others of the apprentices' conduct, moral influence, and attention to their duties are generally speaking extremely satisfactory. Their characters.

I have the honour to be, &c.
H. M. Capel.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. F. F. CORNISH, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* LINCOLN.

MY LORDS, January 1871.

I HAVE the honour to present to your Lordships a report upon the schools which I have inspected during the year ending August 31st 1870.

Extent of district.

The district which was assigned to me in October 1868 lies wholly within the county of Lincoln, and contains about three quarters of its population; that population is chiefly agricultural, there being only two towns, Lincoln and Great Grimsby, with more than 20,000 inhabitants, and three others, Boston, Louth, and Spalding, with more than 8,000.

New annual grant schools.

Since I took charge of the district the following changes have been made in my original list, and the new schools have been visited for annual grants. At St Martin's, Lincoln, a new group of schools for boys, girls, and infants has been formed, and at Market Rasen a large mixed school has been broken up into three departments; in the villages there have been added to my list a boys' school at Wragby, a girls' school at Branston, and an infant school at Osgodby; mixed schools under masters at Billingay, Newton, Waltham, Frodingham, Old Bolingbroke, Sutton, Ingoldmells, and Croft; mixed schools under mistresses at Kirkby Laythorpe, Benniworth, South Reston, Moulton Seas End, Brough-on-Bain, and Winthorpe.

The schools of Stickford and at North Rauceby have ceased to be under certificated teachers.

With these changes the schools that I have visited for annual grants during the year may be classified as follows:—

Boys' schools - -	20	Mixed under mistress -	22
Girls' schools - -	23	Mixed under master -	72
Infant schools - -	14		

Simple inspection schools.

I have inspected during the year 16 schools which are not in receipt of annual grants; the best of them were those at Binbrook, Cockerington, Dunston, Cowbit, and Laughton's free school at Boston.

Night schools.

Of the night schools which have received grants, I examined seven, and 16 were examined by the managers, but there was nothing in the work to call for special remark; their number is less by three than it was last year; the grants amounted to 142*l.* 1*s.*

Louth Free Evening school.

The Louth free evening school however deserves mention. A senior and junior school meet separately under a certificated master in buildings rented for the purpose, which contain also a free library, reading, and recreation rooms. The senior class numbered this year 92, the junior 162, the latter were examined in March with papers from the Council Office, and their papers afterwards revised by me; there was a large proportion presented in the higher standards, and the style and accuracy of the work was most creditable. To support this school about 80*l.* per annum is raised by voluntary contributions.

Mixed schools under master.

Almost half the schools that I inspect are mixed schools under masters, in which as a rule the master's wife teaches the sewing, and whenever the school funds will permit it, this seems to be the best form for the single school of a rural place to take; the alternative is a mixed school

Under mistress.

under a mistress, and of these I have this year visited 22 in small villages; materials, however, are wanting to enable me to speak decisively as to their success, for 14 of the teachers were fresh from the training college, and two only among the 22 were teachers of long standing. One thing seems clear to me, that if these schools are to be anything more than infant schools with a second and perhaps third standard, the mistresses

will require the help of a pupil-teacher or at least a very good monitor. The number of pupil-teachers in my schools is 75, of whom 30 are boys and 45 girls; this is an increase of four boys on the numbers of last year. As certificated teachers become more generally employed, we may, I think, hope that there will be forthcoming, in out-of-the-way places, clever boys and girls who have a turn for teaching, and whose parents will be content to apprentice them for a smaller yearly salary than is required in towns, and some part of the endowments in which this county is so rich might well be applied to helping to carry such boys and girls through the period of pupil teachership. Those managers who attend to the reading, recitation, &c. of the pupil-teachers, choose their pieces of prose or poetry, superintend their religious instruction, and examine them generally in their work from time to time, confer a very great benefit upon both them and the teachers. Pupil-teachers.

I come now to the subjects of instruction, and must say at starting that under the existing conditions of irregular attendance and early leaving school, I am not very sanguine of any general improvement in the quality of the work being effected by changes in the method of instruction. The reading would I think be more expressive and intelligent if the books for each standard were required to contain a greater number of pages, even though the matter were made more easy; at present, I believe that two sets are very rarely used in the schools of this district. The standard of dictation would be more equally maintained if the inspector were allowed to select for the 4th and 5th Standards, as well as the 6th, a piece at his own discretion irrespective of the particular books used in the school. Bad writing is very common, and more common in the writing on paper than that on slates, and I believe that in many cases it is rendered unavoidable by the use of bad pens and paper, but the adoption of bold copies devoid of flourishes would often go far to cure it. Subjects of instruction. Reading. Writing and dictation.

Arithmetic gives the largest number of failures, especially in schools where notation is not properly taught, and the children do not appear to be systematically practised in sums given by dictation, or in words instead of figures. Our coinage system and our cumbrous system of standard weights and measures are responsible for a great deal of the unintelligent labour that children have to undergo, and as long as they continue in use, school managers would do well to adopt an old suggestion, and provide their schools with such of them as they conveniently can; a few hours' weighing and measuring would make the children more at home with them, than many hours of bare learning the tables. With the hope of a better system before us, it is a comfort to think that some at least of these measures have not yet obtained the prescription of general use in their favour. Arithmetic.

In 31 schools, classes were presented last year for the extra grant under Mr. Corry's Minute, and the grant allowed. The subject generally chosen is geography, either that of England alone, or of the British Isles, or of England and Europe. In one or two cases it was grammar, and in three or four a portion of English history. The conditions under which it is allowed seem to operate hardly in some cases, and I could wish that there was some alternative between refusing the grant upon the strength of the examination of one class in one subject, or granting it in full. I see no signs as yet of its tending to increase the number of pupil-teachers. Extra subjects.

The work of the 7th Standard is very disappointing; in a few cases easy sums in the prescribed rules were well done, but children who were called upon to write answers in geography or history, were very rarely able to do more than give a bald reproduction of the words of their text book. This is the more discouraging, as these children may be supposed Standard VII.

to represent the highest results that are at present produced in our elementary schools.

Needlework.

The needlework, which I believe is better in this than in many other counties, is yet not on a satisfactory footing. It suffers very often in the first place from inefficiency in the teachers, and as long as the master of a mixed school has to "provide for the needlework," and sets his wife or sister, whether competent or not, to teach it, this seems unavoidable. It suffers from the want of proper models, and seeing what can be done; and this the many needlework associations of this county try to remedy as far as their influence extends. But it suffers most of all from want of system; in too many cases children bring their own work, just what their parents want to be done at the time, and the needlework is what the reading would be if every child selected and brought its own reading book; and the worst of it is that the parents are ashamed to send the one class of their things that would be useful for teaching, namely, those which want mending. I believe that there should be some three or four standards of needlework prescribed, under which girls according to age should be classed, and that each girl, for whom a grant is to be paid, should show a specimen. The effect would, I hope, be to make the managers insist upon the children being taught whilst at school the needlework suitable to their age, upon materials provided for them. The things made might be sold afterwards, and the parents have the refusal of them.

Religious instruction.

Under the new Education Act, it will no longer be a part of my duty to inquire into the state of religious instruction in inspected schools. At present, in the best schools the older children have acquired an accurate knowledge of the Old Testament history down to the death of David; and in the New Testament have read one or more of the Gospels, with part of the Acts of the Apostles, and can give a good account of what they have read. The Catechism has been learnt, not simply by rote, but with fair intelligence, and some knowledge gained of the succession of Christian Seasons, and the order of Morning and Evening Prayer. This is what has been done by the first class in the best schools, and in most of the schools in my district, a fair approximation is made to this; the religious difficulty has been, as far as the week day school is concerned, to the best of my belief, unknown.

I take leave of this branch of my work with regret, which is lessened, however, by the belief that it is left in the right hands, and that any improvement which we can make in the intelligence with which secular subjects are learnt, will re-act with great effect upon the children's capacity for receiving religious teaching.

Elementary Education Act.

The Education Act of last Session begins a new era in the popular education of this country; my two years' experience as an inspector have sufficed to convince me how much the measure was needed, and the life and interest which it has already aroused on all sides, leads me to augur favourably as to its effects. I believe, however, that the experience of the best friends of education goes to show that those effects will not be what they should be, until compulsion in some form is applied to protect teachers against the apathy and selfishness of parents, and parents against the often selfish influence of employers, and the even greater tyranny of their own children. No one who has not had practical experience of it can have any idea of the immense waste of power and energy, not to say money, which irregular attendance produces, or of the small number of those children who reach the moderate highest standard under the present system.

I have the honour to be, &c.

F. F. Cornish.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. E. W. CRABTREE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* YORK *and* DURHAM.

MY LORDS,

I HAVE the honour to present the following report upon the schools visited by me during the year ending 31 August 1870.

First Report.

Though it is upwards of three years since I was appointed to the district now under my care, this is the first report I have the honour to present, since, in accordance with your Lordships' permission, I did not write one in the year 1868, and other official arrangements prevented my doing so last year.

Description of district.

The district assigned to me was a new one, formed for the relief of several others in the year 1867. It consists of the census districts Nos. 525–538, 540, 541, 543, and, roughly speaking, comprises the North Riding of Yorkshire, Teesdale, and such other portion of the county of Durham as lies south of a line from Ferry Hill to Hartlepool.

By far the larger portion, it will be seen, is occupied by a purely agricultural population, living, for the most part, in villages of no great size, or in country towns not very widely removed from villages. There are, however, several very considerable seaport and other towns where extensive trade and manufactures are carried on. One at least of these, Middlesborough, is rapidly rising into a place of first-rate importance. There are also large numbers of people employed in lead mines among the hills in the north and west of the North Riding, and in the neighbourhood of Teesdale, whilst the ironstone of Cleveland and the adjoining hills has already effected a revolution in the character of that extensive district, the influences of which are still rapidly and widely spreading. In addition to the above varieties of place and population there are all along the coast a number of more or less fashionable watering places, Seaton, Coatham, Redcar, Saltburn, Whitby, Scarborough, and Filey. At these places, besides the numerous employments to which the presence of visitors gives rise, many of the poorer classes are engaged in fishing, as is also the case exclusively at various romantically situated little villages on the same coast. At Whitby there is also a great demand for labour in connexion with the manufacture of jet. There is thus very considerable variety both in the country I have to travel over and the character and occupation of the inhabitants, all to a greater or less extent affecting the character of the schools under my superintendence, and giving rise in many cases to special difficulties and disadvantages in their working.

Population of the district rapidly increasing in some parts.

The population of the district in 1851 was 289,009, and in 1861 this number had risen to 344,375, the increase being almost exclusively confined to places connected with the iron trade in the eastern part of the district. At the same rate of increase the population would now be about 400,000.

Educational supply and deficiencies; no means at present of estimating them.

How far the educational wants of this large population are at present met, otherwise than by inspected schools, and what deficiencies exist, I have no means, official or otherwise, of ascertaining with any approach to accuracy. Such information will however soon be in your Lordships' possession in the fullest possible form, and I confine myself to that portion of the existing educational supply which has fallen under my own immediate observation.

Schools added to my list.

When the district was first assigned to me there were 143 Church of England schools in it, in the receipt of annual grants. Since then the following 19 have been added to my list:—Scampston, Carlton Minniott,

Larsenby, Mukir, Whenby, Kirby Wiske, Sherburn, Staithes, Sleights, St. Hilda's, Middlesborough, St. Paul's, Middlesborough, Normanby, Stockton ragged and industrial, Carlton-in-Coverham, Sadberge, Knayton, East Harlesey, Alne, and Middleham. Some of these have not yet been visited, but on the other hand several others not yet in receipt of a grant have solicited and received visits of inspection with a view to the teachers becoming qualified to sit for certificates, so that ultimately the schools may obtain Government aid.

Statistics of schools visited for annual grants,

In the couse of the year I have visited 154 schools in receipt of annual grants, containing 186 departments under separate certificated teachers. Accommodation at the rate of 8 square feet per child is provided in these schools for 22,292 children, and there were present on the days I visited them 9,404 boys and 7,095 girls, or 16,499 in all. The numbers on the books were 18,755, and the numbers in average attendance 12,900, besides an average of 409 in attendance at night schools.

and for simple inspection.

In addition to these I have visited 19 schools for "simple inspection" only. There were in these 22 departments under separate teachers; the number of children present at my visits was 1,174, there being accommodation for 1,835. 8,842 children were presented for individual examination in reading, writing, and arithmetic in the schools visited on account of annual grants, 620 in those visited for simple inspection, and 371 in night schools.

Schools: Expenditure

The annual grant schools, leaving out of consideration one from which sufficient returns have not been received, have been maintained at an expenditure of which the following is a summary :—

	£	*s.*	*d.*
Salaries - -	15,690	1	0
Books and apparatus	652	4	0
Miscellaneous -	1,967	11	10
	18,309	16	10

and income.

As the average attendance at these schools was 13,211, the average cost per scholar is thus seen to be 1*l.* 7*s.* 8¾*d.* This expenditure has been met as follows :—

	£	*s.*	*d.*
Endowments - -	571	15	3
Voluntary contributions	6,090	4	1
School pence -	5,447	6	0
Capitation grants -	6,165	14	0
Other sources -	118	18	7
	18,393	17	11

Comparing the three main sources of income, voluntary contributions, Government aid, and children's pence, it will be seen that, as should be the case, these are nearly equal in amount. The Government aid is very slightly over an exact third of the whole. The item which falls most below that third is the children's pence, and the deficiency is made up by the endowments and from other sources, both of which, to a great extent, may be regarded as voluntary contributions in another form.

Children's pence.

The average charge per child throughout the whole district is slightly over 2*d.* per week, and though in some country places, probably from old established custom, it is still usual to charge no more than 1*d.* a week, the tendency is to somewhat higher rates. It is by no means uncommon to find, even in very out of the way places, the majority of the

children paying 3*d.* a week, and some of the older ones 4*d.*, or even more.

School buildings.

Among the most important things to be considered in reference to the educational state of any district, the school-buildings hold a prominent place. These are, for the most part, so far as my experience goes, of a very fairly satisfactory nature. Some of them, indeed, are of a very plain and primitive description, but not on that account to be despised. Not a few, however, in country places are of a type common apparently some years ago, which, with a certain amount of symmetry outside, seems to aim at as much discomfort as possible within. The door, often without any protecting porch, is in the middle of one side of a room, well shaped enough, but necessarily of moderate dimensions, the fireplace in some cases being placed directly opposite. Any one who has had the misfortune to meet with this arrangement in the coffee room of some old-fashioned inn, or in some ill-built modern dwelling-house, can form an idea of the perpetual discomfort, to say the least, which must result from it all through the winter months. Managers as a rule, however, are fully alive to any disadvantages of this kind, and ready and willing, where the means can by any possibility be found, to make any alterations that can be shown to be for the welfare of the teacher and the children, sometimes at the cost of no little trouble and inconvenience to themselves. The greater part of the schools moreover have been built in comparatively recent times, with the experience of former years as a guide, and their arrangements leave little or nothing to be desired. New buildings are constantly springing up, either replacing old ones or to meet the wants of some neglected or some rising place. Many of these are of the highest excellence, both in general utility and as architectural features in the neighbourhood. Out of several of this kind that might be mentioned, I must particularise the splendid buildings lately completed at Middlesborough, through the munificence of Henry W. F. Bolckow, Esq., M.P. for that town. Although it is not often that buildings are to be met with so elaborately finished and on so large a scale, an attempt is generally made to have as handsome a building as means will admit of. And there is a distinct educational value in this which is not to be overlooked, although there can be no hesitation when the choice lies between no school at all and a building however simple, provided only it be healthy, convenient, and substantial. The last of these conditions is indeed to be urged on grounds of true economy even where it is not essential in order to secure the former two.

Some inconvenient.

Mostly satisfactory.

New school buildings.

Class-rooms.

Before leaving this subject I must say a word about class-rooms. I have not unfrequently, in country places, found an idea prevailing that if the school accommodation is insufficient all that is necessary is to "build a class-room." Now where a school is large enough to employ more than one teacher, of some age and experience, a class-room is a great convenience, almost a necessity. Where, in a small country school, the master frequently receives help from the clergyman or others a class-room is also a great convenience, though not absolutely necessary. But at those times—necessarily at best the greater part of the day—when the master is alone, if the principal room is not large enough to hold all the children and admit of their being properly taught, the class-room is perfectly useless; as children, old or young, can manifestly never be left to themselves, or even under the care of a monitor or young pupil-teacher. All this is so obvious that I should not think it worth mentioning if I had not so frequently found it lost sight of, and, in at least one instance, a class-room built at great pains and expense merely to be converted into a lumber room, while the school was crippled

for want of one good and convenient room where all could be under the master's eye.

Organisation.

Passing from the buildings themselves to what goes on within them the first thing that engages our attention is the general organisation of the 186 annual grant schools I have visited in the course of the year; 30 are for boys alone under a master, 21 for girls alone under a mistress, 14 for infants alone, and 121 mixed. Of these 121 mixed schools 112 are under a master and 9 under a mistress.

Schools which are fully organised in three separate departments, for boys, girls, and infants, are rarely met with in my district, except in the very few large towns. Where the numbers are great there can, I think, be no question about the desirability of having three separate departments; some things may be lost by it, but the advantages vastly preponderate. In the smaller towns, however, and villages the case is different, and a question often arises whether separate departments should be set up for boys and girls, or one large mixed school established. Of course, if it be regarded only in an economical point of view, there can be no hesitation in at once preferring the mixed school, and in many places it is simply a necessity; but managers are not unfrequently both able and anxious to consider the question on other than merely economical grounds. I have heard very opposite opinions on this point expressed by persons of equal and no inconsiderable experience. Quite independently of the question of expense, and provided only that suitable arrangements be made for infants, in a separate room when their numbers are at all considerable, my own experience is decidedly in favour of the mixed school, if the numbers are not sufficiently large to supply an average of, say, at least 60 or 70 to each department. I know of cases where two teachers are employed, to the great detriment, as it seems to me, of both. Instead of one well organised and vigorously worked school two very indifferent ones are the result. I have heard it said that the girls lose more in regard to delicacy and refinement than the boys gain; I can hardly believe this is so in any well-ordered school, whatever may be the case in an indifferent one. Moreover the children are inevitably thrown much together at home, and whatever is necessary in order to familiarise them with habits of propriety and courtesy in their behaviour towards each other can surely best be impressed upon them under circumstances as nearly as possible similar to those under which their lessons must be carried into practice.

Mixed schools.

Small country schools under a mistress.

As no fewer than 52 schools in my district have an average attendance of not more than 50 children, although in most cases, I believe, the only schools in the village, I have paid considerable attention to the suggestions in your Lordships' report for the year 1866–67 with regard to small schools under mistresses. Wherever I have had an opportunity of discussing the question of establishing and maintaining a school in a small country place I have brought these considerations forward, and in one or two cases a school which was almost given up as hopeless has been re-established under a mistress in consequence mainly of what I have said, and the result has proved satisfactory. I do not, however, find the suggestion generally received with favour, and there are only nine schools of the kind receiving annual grants in all my district.

Practical objections and difficulties.

The objection most commonly and strongly urged against such schools is that the country people have no confidence in them, at any rate as regards boys. I believe this hesitation on the part of the parents to arise in a great measure from their confounding schools of this kind with "dames' schools," and so far as this is the case the hesitation or prejudice is natural and even praiseworthy. It may be expected, however, to disappear, and indeed experience shows that it does, when once

a well conducted school of the kind is firmly established and has had time to live down a little preliminary opposition.

Another objection commonly made is that a mistress is unable to cope with rough lads and maintain proper discipline among them. I do not find, upon inquiry among the few schools where the experiment has been tried, that any serious difficulty has practically arisen upon this score. In several of them, I am assured, not the slightest approach to any difficulty of the kind has been met with; and in others, I have been told, that when any insubordination was attempted the mistress was fully equal to the occasion, without even any appeal to the managers for assistance. It is obvious that where a boy is old enough and strong enough to be troublesome there is little difficulty in most cases in sending him to a more distant school under a master, where he can be kept in order.

Other objections are as follows:—A mistress, to undertake successfully the charge of such a school, should be rather above than below the average as regards energy and enterprise. But such mistresses will easily command the choicest and most desirable situations, among which schools of the kind in question, whatever their real merits and advantages, will hardly in general be considered to rank. Again, something like permanency is almost essential to the success of any school, and more especially of one of this kind. One rarely meets with a thoroughly good school that has not had the same teacher for a considerable number of years. A "reputation" is a most valuable help to a teacher, and I have known cases where even a drunken disreputable man has not wanted for pupils, even to the detriment of a well-conducted neighbouring school, on the strength of a reputation which, somehow or other, he had acquired of being able to teach. But it is far less common to find a mistress than a master who has been many years in a school; mistresses quickly marry, or go to live with some relation or friend who stands in need of their help. Now a quick succession of young mistresses is not likely to do much for a school in the face of prejudice and opposition at the outset; and yet there seems, in most cases where mistresses are employed, little chance of avoiding this.

Another difficulty in the remoter country places is that a mistress, often young and inexperienced, must be so much alone without adequate protection. This is especially the case where there is no resident clergyman or other responsible person interested in the well-being of the school. One or two painful cases have come to my knowledge showing that this is no imaginary difficulty. It is sometimes got over when a mother or aunt, or here and there a father, can make it answer their purpose to go and settle in the place where the mistress is employed; but the necessity for something of this kind seriously lessens the supply, already limited, of teachers in all respects qualified for such work.

Serious but not insurmountable.

I have stated these objections at length, for though not insurmountable they are serious, and have certainly prevailed so far as to keep many schools altogether from receiving a grant and its attendant advantages. In other cases a very indifferent master has been employed when a good mistress would have been far more efficient and far more easily maintained. I regret very much that these difficulties should exist, for the supply and maintenance of small schools in many country places is an important question; and, under any system, the expense must be a serious consideration, increasing rapidly, as of course it does, in inverse proportion to the size of the school.

Good central schools for scattered populations.

The above remarks apply to country places, not uncommon in my district, where the villages are very small and too far apart to admit of

anything like a good central school common to them all. Where the distances and other circumstances admit of it, it is undoubtedly much more economical and in every respect better to have one really good school of considerable size, placed as conveniently as may be for all, with perhaps some sort of dame's school in the remoter hamlets for very young children who are unable to walk to the larger school. This was the conclusion come to some years ago in regard to the scattered population of Danby Dale, where the property is chiefly if not exclusively in the hands of one large proprietor, and the result is an admirable school which shows what may be done in places where education must always labour under very considerable disadvantages. Something of the same kind, might, I imagine, be very advantageously done in others of the long dales which form so conspicuous a feature of a large portion of my district; although in the case of some of them, their great length, the roughness of the country and the scattered condition of the population, will make it no easy task to provide a sufficiency of good and suitable education.

Teachers. With regard to the masters and mistresses who carry on the work of the schools I will only add my testimony to that so frequently given by my colleagues, that, whatever individual exceptions there may be, they are as a rule most hard working, painstaking, and conscientious, well qualified for the work they have undertaken, and exercising in many cases, the very best influence over the scholars under their charge. They are assisted in many instances, though not so commonly in my

Pupil-teachers. district as elsewhere, by former or present pupil-teachers who also, though not without their shortcomings, are a praiseworthy and promising class. One important object of the Minute of 20 Feb. 1867 was an increase of the numbers of pupil-teachers. I cannot say that I know of any considerable number of schools where a pupil-teacher has been added simply in consequence of the Minute, though it has not been

Increase of numbers, especially males. without influence in this respect, and the number of pupil-teachers in my district has certainly been steadily and very considerably on the increase, as the following table will show :—

NUMBER OF PUPIL-TEACHERS.

Year ending	Boys.	Girls.	Total.
31st August 1868 - -	33	39	72
„ 1869 - -	44	40	84
„ 1870 - -	59	43	102

With the exception of three boys and three girls, the increase is not due to new schools coming under inspection, a considerable number from this source not yet entering into these returns. It may therefore be regarded with great satisfaction as a healthy and encouraging sign, more especially when it is observed that so many of the increased number are boys. The importance of the pupil-teacher system, both as regards the schools where it is actually in operation and as furnishing a training ground for future principal teachers, can hardly be overestimated.

Subjects of instruction in schools. The subjects of instruction in all the schools are reading, writing, and arithmetic, Catechism, and Scripture history, and, where there are girls, plain sewing. In most cases the children are able to sing, and in all the better schools the older children are instructed in history, geography,

or grammar. In some of the best, all of these are carefully taught, and considerable time and attention are also devoted to drawing. Composition also, at any rate letter writing, is very generally practised; and in many schools well-selected pieces of poetry are committed to memory and recited by the children, frequently with great energy and spirit. In the present state of things, when children attend so irregularly and leave so early, it is not easy to see the possibility of making any material addition to this course of instruction, nor is this, I think, when fully and fairly carried out, as it is in the best schools, an amount of instruction to be ashamed of. Under the most favourable circumstances the children must, for the most part, leave at the age of 13 or 14, and it would be absurd to attempt to load their minds with a host of subjects in which they have no chance of advancing beyond the first tedious rudiments. The thing to be aimed at, and which, I believe, in the best existing schools is actually accomplished, is to awaken curiosity, to excite every now and then in the child's mind the thought, Here is something I should like to know more about. The mechanics' institute, the village library, the higher school (to which it may be hoped there will soon be regular and easy access for all who are really capable of profiting by it), or the voluntary help of the teacher himself or other person who may be able and willing to help and encourage any earnest desires for advancement, may then with advantage step in and carry on the work. But I do not see that any formal attempt in such schools as we deal with, under anything like their present circumstances, to teach a variety of abstruse sciences can have any beneficial effect. Indirectly, however, very much may be accomplished by a skilful, well-informed, and enthusiastic teacher; but, under present circumstances, one may well be satisfied if, directly, the simple subjects above enumerated are fully and efficiently taught to the children who attend the school. The difficulties in the way of accomplishing even thus much are many and great, as I shall have occasion presently to show more at length.

The amount not unsatisfactory.

Means of extending the children's culture.

Although the number of actual failures in reading is not large in my district, I cannot say that this subject is, generally speaking, in a satisfactory condition. I fear I have been too easy in my requirements even for a pass, but I generally find nearly all the children in the several standards of the same school up to a certain level, though that level is certainly not, in most cases, a high one. It is fair, however, to remember how rare a thing it is, in almost any class of society in this country, to hear thoroughly good reading which it is really a pleasure to listen to. This is not of course a reason for being content with indifferent results in our schools, but it may prevent too harsh and hasty a condemnation of their work. I should be glad to find the children more generally able to answer questions readily as to the meaning of the words and substance of what they read. It is of course possible that they may catch the general sense of words and sentences, although unable to express their ideas in other words of their own, but it would be more satisfactory to have positive evidence of their having done so. Careful and frequent questioning on the part of the teachers with a view to eliciting this, accompanied by the full exercise of whatever powers they may themselves possess of illustration and explanation, does not seem to be so invariably practised as it should be, though the importance of the exercise cannot be over-rated.

Reading.

The writing is in general good, often very good indeed, as far as penmanship is concerned, but the spelling is frequently very full of faults. It is no doubt a difficult thing to teach, but the experience of the better schools shows that in this, as in other things, difficulties are not impossibilities. The writing, when otherwise good, is often far too

Writing.

small. Deference to parents' wishes is often pleaded as a reason for this. One would have expected that persons who probably in many cases are not very expert at reading of any kind would have preferred a large bold hand. But the idea seems to be that, as the largest hand is taught first, each step in advance must be accompanied by a reduction in size, and that thus smallness is a proof of advancement. It may be hoped that better notions will soon more generally prevail.

Arithmetic.

The arithmetic in my district appears to be done with the same or nearly the same amount of success as is generally attained in England and Wales. The number of passes in this subject was 76·2 per cent. of the total number examined. The per-centage for the whole of England and Wales in 1868 was 76·4, and in 1869 77·2. I have always made a point of setting a few sums which require some small degree of thought, and cannot be done merely by the mechanical application of a rule. I have not, however, made the doing of these essential to a pass, but looked upon them rather as helping to test work that is not merely passable but thoroughly satisfactory. Girls as a rule, with some praiseworthy exceptions are less successful in arithmetic than boys. This is sometimes attributed to the fact that so much of their time is spent in sewing. The experience of the better schools, however, shows that the moderate amount of arithmetic required by the Revised Code is no more than may fairly be expected of girls, who not only spend all necessary time in learning to sew, but also acquire a very creditable acquaintance with one or more of the extra subjects not required for a mere pass. Girls certainly, it seems to me, ought not to do less, boys might in many cases do more.

Religious instruction.

The religious instruction in the schools of my district consists mainly, so far as has fallen under my observation in reading, illustrating, and acquiring familiarity with the simpler portions of the Bible and the practical lessons to be deduced therefrom. The children most usually know the text of the Catechism well, and are more or less able to explain any unusual words or phrases in it. Sometimes most excellent lessons are habitually given and with good effect, both upon this subject and the Liturgy, but the Scripture lessons most usually form the bulk of the teaching and excite most interest on the part of the children. If looked upon merely as an intellectual exercise, it is difficult to see how the time of the children could be more profitably employed, whether with a view to the direct benefit they may gain from such study, or as a means of enabling them intelligently to appreciate much of what they will hereafter, if their education is not to be entirely thrown away, necessarily both hear and read. It is possible no doubt to point to schools where even this intellectual result is very imperfectly attained. But such schools, it may be safely asserted, would not teach any other subject that could be substituted for this more successfully or profitably. Much more of course is ultimately aimed at by those who contend so earnestly for the maintenance of the religious element in education, but even if results of this kind are attained, as I believe is very generally if not universally the case, a foundation has been laid which, even from the highest point of view, is of no small value.

The probable effects of the withdrawal of official recognition.

The effect of the new Act in withdrawing the religious instruction from official inspection will naturally be watched by many with great interest and anxiety.

In schools where little more than the merely intellectual teaching above spoken of has been practically attempted, unless some powerful stimulus not hitherto in general force be applied, there is much reason to fear that the religious instruction such as it is, and I believe it to be good as far as it goes, will be much less efficient than when occupying a prominent

place on the day of inspection. In the better schools, however, where the religious influence, though springing directly from the religious lessons as its source is not confined to them, but in a practical form pervades the whole work throughout the day, I anticipate little loss from its withdrawal from official recognition. What has been done in such schools has been done from motives which will scarcely be influenced by any changes that may be made without, and will continue, there is little fear, to be done in much the same way as hitherto.

Extra subjects under Minute of 20 Feb. 1867.

I had no experience of schools before the introduction of the Minute of February 1867, and so cannot by way of comparison estimate its effect upon the subjects taught, but it appears to me to exercise a wholesome influence in inducing schools to aim at something more than mere elementary work. No doubt before its introduction it was open to the Inspector to require something more than reading, writing, and arithmetic. To do so was certainly in accordance with the spirit of the Code, and possibly also with the letter (Art. *52 a.*). It is, however, infinitely pleasanter as far as he is concerned to be able to say, if you do more you will receive a tangible benefit, than to say, if you do not do more you will lose a portion of the grant. On the other hand, there is a danger of encouraging a petty mercenary spirit that thinks it must be paid for everything beyond a certain minimum of requirement, and will do nothing for which it is not paid. I am glad, however, to say that so far as my experience goes, such a spirit is very far from general, though I cannot say it is non-existent.

Extent of the operation of the Minute in this district.

The schools in my district have in 124 cases out of the 172 (not including departments for infants only) visited by me, made more or less successful attempts to benefit by the provisions of the Minute. Geography is the subject most usually attempted. It alone has been chosen in 94 schools, grammar alone in 12, history alone in 8, grammar and geography in 6, history and geography in 3, history, geography, and grammar in 2. It frequently happens, however, that several of these subjects have more or less attention paid to them in the course of the year, when only one is specially prepared for examination; 76 of these schools succeeded in obtaining the extra grant, 10 failed to do well enough to be recommended for it, and 38 failed to satisfy the various conditions laid down in the Minute as necessary to be fulfilled before the grant can be made. Though the number of failures under this latter head is large, I cannot say that I think anyone of the conditions unreasonably hard, and I have seen many instances where the necessity of fulfilling them in order to obtain the extra grant has proved a most wholesome stimulus towards promoting the general efficiency and usefulness of the school.

Composition.

In most schools I get the older children to write me a letter or a short essay on some simple subject, usually the former. In some cases the teacher is in the habit of receiving letters weekly or oftener from the children, and this is an excellent practice. In one or two instances that I know of, where the managers take a great personal interest in the children, they maintain a regular correspondence with, at any rate some of them, when temporarily absent and at other times. Some of these communications which I have seen are exceedingly interesting, and the results on both sides cannot but be most beneficial. I cannot say, however, that a simple, sensible, well-written, well-spelt letter is so readily forthcoming as I should wish from amongst the children in my district, and composition of various kinds, and letter writing in particular might with great advantage be more generally cultivated than is at present the case.

Night schools.

Only 17 night schools in my district have applied for and obtained the Government grant. I have no reason to suppose that there is any large number in existence beyond these. Even the towns have not

hitherto done much in this way, though I am happy to say there seem now to be indications of more activity and enterprise. Whatever may be the case some years hence, there can be no doubt that there is a large mass of arrears of education to be worked off both in town and country, and that the night school confined for the most part to the drudgery of the three R.'s is the only way in which past deficiencies can be made up. The facilities for this work are much greater in towns than in country places. The persons likely to attend usually have their time in the evening entirely at their own disposal, and there is no difficulty in coming to the place of meeting. In country places the case is very different. Even where every disposition to help exists on the part of the employers of labour, which is far from being always the case, there is work to be done on farms at such frequent intervals even in the evening, that it is extremely difficult to find a time when farm labourers can be conveniently assembled for the requisite hour or two, and very often distance, darkness, and bad roads interpose obstacles which are far from being imaginary. Still much has been done in some cases, notwithstanding all difficulties, and there can be no doubt that further and more general efforts would meet with a success which, if not complete, would be well worth the labour bestowed.

Simple inspection schools.

With the exception of seven schools where, for various reasons, the managers were unable or unwilling to receive a visit, I have inspected all the schools placed on my list for "simple inspection." In all cases where I thought a second inspection would be of the slightest use and other work admitted of it, I have repeated my visits in the course of the last three years in many instances as regularly as to the annual grant schools. The number of these schools originally on my list was 49. Of these two have ceased to exist, and 18 have qualified themselves for the receipt of an annual grant, and been accordingly removed from the simple inspection list.

Buildings.

The buildings in which these schools are held are, in my district, of very much the same character as those of the schools which receive a grant. I do not know of more than one or two to which a grant would probably on this account be refused. Sometimes they are deficient in properly arranged offices, and in some cases a few repairs or alterations might be desirable; but there is, on the whole,

Apparatus.

little to complain of on this score. There is very commonly a scanty supply of books, slates, black-boards, and other necessaries, but this is by no means always the case to any serious extent. With two or three exceptions, as at Hawes and East Hartlepool, where the numbers present

Numbers in attendance.

were upwards of 100, they are all small schools, with an attendance on the day of my visit of not more than 50 children. I generally find about

Teachers.

30 or 40 present. In a few cases the teachers are grossly incompetent for their work, and in a few they are little if at all inferior to the average of certificated teachers. But the great majority are of an intermediate description. They might, I believe, in most cases, by great exertions on their own part and sufficient stimulus and guidance from without, become very useful and fairly efficient teachers for such schools as are

General inferiority.

under their care, but at present there can be no question that the general quality of their work is much inferior to that of even the lower stratum of schools in the receipt of an annual grant. The great fault in nearly

Want of organisation.

all these cases is a want of method and organisation. It is very rare to find a school of this kind divided into classes, at least to any practical purpose. If such divisions do exist, it is in theory only, and they very rarely find their way even on to paper, for registers and other books of the kind, if kept at all, are of the most meagre description. I often have the greatest difficulty in getting the children grouped, ever so roughly, for examination purposes. As a rule, a few of the brighter

and more intelligent children get a good deal of attention paid to them individually, and the rest take their chance. I must say, however, that as far as reading is concerned, I do not think these schools are behind those under certificated teachers. The children are certainly not more ready at giving intelligent replies to questions about the meaning of what they read, but they are fully equal, and in many cases superior, as regards the mere mechanical part of reading. The few ill-assorted books one generally finds are often hard, considering the age of the children who use them, but these children frequently read much more readily and fluently than others of the same age in the aided schools do out of books specially adapted to their wants. The children are often late in beginning to learn to write, but the penmanship of those who do learn is often fair, in a few cases thoroughly good. They have little practice, generally, in writing from dictation, and rarely spell well. The want of system and method is perhaps seen most of all in the arithmetic, which, generally speaking, is miserably ill done,—always excepting a few picked children in some of the schools,—with little or no notion of taking a sum down for themselves, or anything beyond the most mechanical working of a rule. Now and then the children answer questions intelligently and readily in Scripture history or in geography, but very frequently they are quite unaccustomed to be asked or answer any questions at all, or only such as admit of a stereotyped answer learnt by rote. Still, with all their shortcomings, I believe that, in a large number of cases, with proper pressure and encouragement, both teachers and schools might be raised to a much higher level than they occupy at present, and meet sufficiently the wants of many country places. The managers of these schools are, in the great majority of cases, well aware of their weak points and anxious for their improvement, but crippled for want of means, or otherwise prevented from taking active measures to effect a change for the better. I must add that I have invariably been received by them with the greatest kindness and courtesy, and they have been most willing to hear and, as far as was in their power, most usually to carry out, any suggestions I had to offer.

Instruction.

Possible improvement.

Whatever may be thought of the results actually attained in our schools, there can be no doubt that great difficulties and disadvantages have very generally, if not always, to be met. This is not a thing to be surprised at. It is probably more or less the case with every great work, whether public or private. It is, however, important to keep these drawbacks distinctly before our eyes, whether for the purpose of judging fairly of work actually done, or with a view to clearing the way, where possible, for better results in future. Almost wherever I go I hear complaints of the short and uncertain time the children remain in the schools; of the migratory habits of the parents, which make this short stay still more unsettled and irregular; of unreasonable whims and fancies on the part of the parents, interfering with the regular work of the school; and, too often, of sickness prevailing throughout an entire district, sometimes to such an extent that the school has to be entirely closed for a time. But of all drawbacks irregularity of attendance continues to be one of the most prominent, whether in country places or in such towns as it has fallen to my lot to visit. This is, of course, largely owing to the necessity which the parents, often justly, it may be, consider they have for their children's services. The reconciling of these claims with those of the children to some degree of mental culture is one of the great questions of the day; but there can be no doubt that a very great deal of this irregularity is not due to any real necessity at all, but simply arises from the carelessness or thoughtlessness or indifference of the parents. Much may be done by making the school itself thoroughly pleasant and

Difficulties in the way of successful teaching.

Irregularity of attendance.

Means of checking irregularity.

attractive to the children. If their sympathies are thoroughly in favour of attending, one very great point is gained. A great deal can also be done by the teacher's personal influence with the parents. This can only be the case, as a rule, where the teacher has been many years in one place and established a name and reputation. It requires qualities on his part in some respects quite different from those necessary to success in school, but it is an important part of his qualifications that he should be able to stand well with the parents without unduly giving way to them. A good effect may also in some cases be produced by enlisting the interest of the parents by furnishing them with some facts about their children's attendance and conduct. One master of great experience informed me that he was in the habit of sending round to the parents a little printed paper duly filled up with a few figures about each child's attendance and other particulars. At first he sent these once a month, but afterwards he found once a quarter sufficient. He had found them of the greatest service. Parents themselves were often amazed, when they had fancied a child had only been away a day here and a day there, to find to what a number these days of absence had amounted. In this school, also, considerable pains are taken by the master and managers to find good situations for children who stay long enough in it, and this is an additional motive both to parents and children to make the most of their opportunities. The result of all these measures is that in this school, at any rate, although in a purely agricultural place, there is little or no complaint about the attendance. Another scheme which has in some places been tried with success is to encourage, by a small allowance as discount, the payment of fees quarterly in advance. Where this can be done, parents of course find it to their interest to make a child attend every possible time, instead of keeping it away the rest of a week because perhaps a Monday has been missed, and thus one great temptation to irregularity is removed. Whatever may be attempted or accomplished of a more stringent nature, considerations of this kind will never, I think, cease to be of importance, nor shall we be able wholly to dispense with them and rely exclusively on sterner measures.

Conclusion.

Many points of great interest dwindle into comparative insignificance in the presence of the great changes now going on in the educational world, and the enormous exertions which are being made and will have for a long time to be made to provide the mere framework of the education of the future. I have endeavoured to confine myself mainly to such points as will not be without interest and importance whilst these changes are in progress. In conclusion, I must express my thanks for much kindness and consideration shown to me at all times, both by your Lordships and by the managers and others in connexion with the various schools which it has been my duty to visit.

I have the honour to be, &c.

E. W. CRABTREE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. C. D. DU PORT, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS, HANTS, OXFORD, SURREY, *and* WILTS.

2, Albion Place, Reading,
21st January 1871.

MY LORDS,

I HAVE the honour to submit the following report concerning the schools officially visited by me during the past year.

There has been hardly any change as to the actual parishes and schools constituting my official district since I addressed your Lordships two years ago.

Hardly any increase in number of schools under trained teachers.

The schools referred to in this report as being under certificated teachers are, with not more than one or two exceptions, the same schools upon which I last reported.

This freedom from changes in my district enables me to furnish your Lordships with an accurate table of progress, showing what the effect of two years' inspectorial influence and pressure has been.

Before passing to this subject I wish to point out one important deduction from this absence of change noticeable in my district; it is that manifestly the voluntary system left to itself had reached in my district its extreme limit of elasticity and progress when the Education Act of 1870 was passed.

Shows how well-timed was the advent of the Education Act.

The number of schools under certificated teachers and claiming money grants is almost identically the same as it was two years ago. And therefore the number of parishes in which there is either no school or else only a school under an uncertificated teacher, is still 187 out of the 297 that constitute my district. And it will be remembered that I made two years ago a very careful estimate of the average worth of the schools in these 187 parishes, which gave me a per-centage of 3·03 good or pretty good, 18·18 fair or pretty fair, 36·36 indifferent, and 42·42 bad.

Hence we see very evidently the importance of the educational measure recently passed into law, which has brought its well-timed pressure to bear upon our rural parishes just at the time when, judging by my own district, the purely voluntary energies of those parishes had reached their extreme limit. Moreover I have already heard of repeated instances where the pressure of the Bill has at once forced into action in parishes hitherto deficient in educational accommodation, the most decided efforts towards removing school deficiencies.

May I be allowed at this point to plead for a modification of one point in our Education Bill?

Suggests one essential modification of the Education Act for rural parishes.

After this year is out we must look to school boards for the establishment of effective schools in those of the 187 parishes that shall then be found inadequately provided for. Now really in numbers of these agricultural parishes a school board for the one isolated individual parish is an impossibility. There are not men in existence who could compose it. There are numbers of cases where the clergyman, squire, and very anti-educational farmers are the only available persons from whom a board could be chosen.

It appears to me absolutely essential to the effective working of the Bill in rural districts, that boards should be elected for aggregations or unions of parishes. We should then have a reasonable choice of qualified men, and we should then at once avoid the narrowness of a mere parochial board that would exaggerate all local excuses and difficulties; whilst if each parish of the union elected at least one member we should have all local excuses and difficulties duly represented.

May I add one other argument in support of this aggregation of rural parishes? Repeatedly the parochial system (pure and simple) has been a distinct hindrance to rural education. I grant the immense advantages that it has given; I admit that as a rule no other system could have done anything like what it has done; but there are exceptions to all rules, and it is not a rare thing to find an exception to this one. Parishes in the country often have outlying hamlets, and often the hamlets of two or three neighbouring parishes, situated on outlying tongues of parish territory, lie so close together that it is absolutely essential for school purposes that they should be grouped together and enjoy the advantage of a common school. This we shall never get without complication and difficulty until we have universally and compulsorily established all over the country school boards representing districts comprising an aggregation or union of several neighbouring parishes.

Improvement effected in schools under regular inspection.

I now pass on to speak of the progress observed by me in the schools under my regular inspection for annual grants.

I was prepared, on examining notes and statistics, to find that under the pressure of inspection there had been decided advance, but I confess that I am no less gratified than surprised at the measure of advance that has been made.

I have this year examined 188 schools or separate departments under certificated teachers, as compared with the 190 examined by me in 1868.

In 1868 I found—

41·57	per cent.	very good, good, or pretty good.
33·15	„	fair or pretty fair.
22·1	„	indifferent.
3·1	„	bad.

In 1870 (the actual schools visited being practically the very same) I found—

58·53	per cent.	very good, good, or pretty good.
32·44	„	fair or pretty fair.
9·04	„	indifferent.
0	„	bad.

This is the first measure I have to give your Lordships of the powerful influence of inspection, and, let me add, with my warmest appreciation thereof, of the highly earnest painstaking and skilful work that characterises the very large majority of the certificated teachers with whom I have the pleasure of being officially connected.

This is the proper place for this little tribute to good work done, and also for the record of my further appreciation of the ready and zealous and persevering response that these teachers have in so many cases made in their school work to suggestions and hints and kindly criticisms urged upon them by me.

I proceed to a further comparison of last report's school results with those of the same schools in 1870. There were present in 1868 at my examinations, 15,360 children; in 1870 there were present 16,929.

In the year 1868 8,629 children over six years of age were examined in one or other of the standards for a capitation grant, they having attended over 200 times during the year; in the year 1870 9,311 such children were tested for a money grant.

Out of the 8,629 children thus examined for a grant in 1868, there were passed at the rate of—

75	per cent.	in reading.
79	„	in writing and spelling.
71	„	in arithmetic.

Whereas in 1870 out of the 9,311 children examined for a capitation grant there were passed at the rate of—

82 per cent. in reading.
85 „ in writing and spelling.
81 „ in arithmetic.

Unquestionably too my standard for a pass has been, if anything, more strict this year than it was in 1868.

The money granted to these schools in my district for 1868 was 4,886*l.*; this year it has been 6,347*l.* The school pence for 1868 were 3,705*l.*; this year they are 4,313*l.* The voluntary contributions for 1868 were 7,655*l.*; for this year they are 7,706*l.*

The number of pupil-teachers in 1868 was 111; this year it amounts to 160. The number of children on the registers of these schools was, in 1868, 18,896; this year it is 20,685.

In 1868 the average cost of the education of each scholar was 1*l.* 7*s.* 1*d.*; in 1870, in spite of increased numbers and increased efficiency, the average cost per scholar is 1*l.* 6*s.* 11*d.* The per-centage of schools in which some extra subject is taught is 64. (Here I do not return music unless it is taught by note, and so as to bear an examination in its *grammar*.)

Teaching an extra subject improves the passes in elementary subjects.

In a vast majority of cases this extra subject (generally, by my advice, geography) has been introduced since I last had the honour of reporting to your Lordships; thus the facts of my district prove that the individual passes in reading, writing, and sums are not only not injured but actually are found largely to increase under the intelligence-awakening influence of extra geography lessons.

Improvement in *general intelligence* and improvement in *individual passes* seem to go together.

It may be interesting to know that my classification of schools into good, fair, and indifferent (given above) was not made by reference to this actual per-centage of passes in each school. I classify rather by a general observation of the style and thoroughness of the teaching in every class and in each subject of instruction, and of the tone of intelligence that is being developed throughout all the school classes.

Here therefore I lay before your Lordships two quite independent tests of progress, *viz.*, the per-centage of good, fair, and indifferent schools on the one hand, and the per-centage of individual passes in the Standards of the Revised Code on the other; and the agreement of these two tests of progress goes far to show that the mere power of passing well individually in reading, writing, and sums is a very fair test of, and progresses in due unity with, the more general aspect of sound, thorough, brisk, and intelligent school teaching and influence.

Suggestions as to the practice of keeping back *shaky* children from examination.

The one point about "individual passes" that weakens them as a full test of school efficiency, is the not uncommon practice of presenting only about 80 or 85 per cent. picked scholars for examination.

Manifestly where this is done the per-centage of passes does not rightly gauge the teaching results. I have resisted this practice with very considerable effect; partly by pressing enquiries upon school managers and teachers as to how many have been kept back from my examination, and as to the causes of their being kept away; and partly by insisting upon examining all available members of my schools, even if the number of attendances made by many of them falls far short of the 200 attendances that qualify them for a grant.

But, as I have already urged in greater detail by letter to your Lordships, this tendency to keep away some 15 or 20 per cent. of the children from an inspector's examination, in spite of their having made up their 200 attendances, because of their being "shaky," is one that calls for direct notice in the returns called for by this Department.

I have been able greatly to modify the evil; but, to hold a perfect

check upon it, managers should be made (*a*) to report in their official returns how many children qualified for examination have not appeared before Her Majesty's Inspector; and (*b*) to give to Her Majesty's Inspector a signed list recording the names and school standing of such children and the reason for the absence of each one.

This would in no way hinder managers or teachers from keeping back a child from the new Standard of any one year, if from sickness or irregularity of attendance, or special individual deficiency duly certified, it had manifestly so fallen short of the new Standard as to make it safer, in the child's educational interest, to keep it back in its old Standard for a year's additional grounding. I admit that possibly some 5 or 6 per cent. of such cases may at times be found in a school until compulsion shall have made careless irregularity of attendance an unknown thing; but there is a vast difference between these 5 or 6 per cent. such cases, and the keeping back of some 15 or 20 per cent. of the children so as to exhibit upon the examination schedule hardly any failures.

Comparison of work done in different descriptions of schools.

I proceed to a comparison of results as effected in boys' schools, girls' schools, mixed schools under a master, mixed schools under a mistress, and infants' schools; respectively. Out of the 188 separate departments visited by me for annual grants, and each under its certificated teacher, 36 are boys' schools, 33 are girls' schools, 58 are mixed schools of boys and girls under a master, 36 are mixed schools under a mistress, and 25 are infants' schools.

I subjoin their respective values as classified by me:—

Boys' schools	72·2 per cent.	good, or pretty good;
	27·7 „	fair, or pretty fair;
	0 „	indifferent.
Girls' schools	57·5 per cent.	good, or pretty good;
	42·4 „	fair, or pretty fair;
	0 „	indifferent.
Mixed schools under a master	58·6 per cent.	good, or pretty good;
	31·03 „	fair, or pretty fair;
	10·3 „	indifferent.
Mixed schools under a mistress	30·5 per cent.	good, or pretty good;
	41·6 „	fair, or pretty fair;
	27·7 „	indifferent.
Infants' schools	88 per cent.	good, or pretty good;
	12 „	fair, or pretty fair;
	0 „	indifferent.

The two noticeable points here are (*a*) the large proportion of schools in the country (just 50 per cent. in my district) that are worked on the "mixed" principle, boys and girls working side by side in the classes; and (*b*) the fact that mixed schools under *mistresses* are the class of schools in which most deserve the mark *indifferent*, and fewest the mark *good*.

This fact reflects much less direct discredit upon mistresses in mixed schools than might at first be supposed.

Special difficulty wantonly left in the way of mistresses of mixed schools.

As I urged two years ago in my report, in a mixed school under a master a sempstress is *always* provided, and she leaves the master free to work on his non-sewing classes of girls and all his boys whilst she conducts the sewing class; whereas in mixed schools under a mistress rarely, if ever, do I meet a case where a sempstress is allowed to her; she has to conduct her actual sewing class herself; and whilst she is so engaged her non-sewing classes of girls and all her boys are practically left to take care of themselves.

I repeat then my firm opinion that in every mixed school under a mistress managers should be required so to provide for the actual mechanical instruction in needlework (under the mistress' organisation), as to leave the mistress comparatively free to attend without direct distraction to the studies of her boys and non-sewing classes of girls.

Query suggested by the large proportion of schools worked on the "mixed" principle.

This next question is suggested by the large number of mixed schools in my district;—it is this: Do our training colleges do all that could be done to familiarise their students with the working of schools on the "mixed" principle? In my district 50 per cent. of the teachers have to work mixed schools; have any of them ever had any practice or many technical lessons, at their training colleges in the art of organising and conducting such schools? My impression is that a "mixed" practising school does not exist in any training college in this country; I hope I may be wrong in the impression, but I fear not; and, if not, then numbers of young mistresses are being annually put in sole charge of mixed schools without (so far as the training college is concerned) ever having had an iota of experience as to how to deal with and control a *boy;* and so is it, *mutatis mutandis*, with young masters also.

Schools for boys only compared in results with schools for girls only.

One note let me add in justice to the mistresses of girls' schools; their results are 57·5 good, and 42·4 fair, as compared with the 72·2 good, and the 27·7 fair of boys' schools; I consider these girls' school numbers quite equal to those of these boys' schools; for (classifying as I do by the results effected throughout the several departments involved in a complete elementary education) we have to remember that the girls take up in needlework one whole subject, very expensive in time, extra to the boys; which necessarily limits their time for, and their actual relative efficiency in, the other several departments of education that they possess in common with the boys.

I will shortly proceed to give a statistical comparison (gathered in detail, at no little cost of time and labour, from every school examined by me) of the relative number of boys and girls passed in each Standard under individual examination.

Out of the total number presented for individual examination for a capitation grant, the number of boys is to the number of girls as 53 to 47.

Small number of children kept at school long enough to reach the first or second class.

Out of the total number of boys thus presented,—

27	per cent.	were	presented in the	1st or lowest Standard.
25	,,	,,	,,	2nd Standard.
19	,,	,,	,,	3rd ,,
15	,,	,,	,,	4th ,,
9	,,	,,	,,	5th ,,
5	,,	,,	,,	6th or highest Standard.

And of the girls thus presented the per-centage examined under the several Standards is not very different; viz.:—

26	per cent.	examined	in the	1st	Standard.
25	,,	,,	,,	2nd	,,
20	,,	,,	,,	3rd	,,
14	,,	,,	,,	4th	,,
9	,,	,,	,,	5th	,,
6	,,	,,	,,	6th	,,

From these figures very important deductions are to be drawn; for out of every 27 boys in the monosyllable class (Standard I.) only 15 remain long enough to touch simple questions and rules in £ *s. d.* (Standard IV.); only nine of these again remain to learn weights and measures (Standard V.), and only five again of these remain to learn

practice and bills of parcels (Standard VI.); or, stated conversely, out of every 27 boys at school at about 6 or 7 years old learning monosyllables, no less than 12 go away from school at about 8 or 9 years old, carrying away with them only the power of spelling from dictation easy words, such as "rabbit" or "bullock," and of working sums not involving £ *s. d.*

Compulsory attendance essential.

My Lords, there is only one cure possible for this:—*Compulsory attendance at school from a certain age to a certain age.*

No other power can touch this evil; and until it is remedied the blot of adult ignorance and stupidity cannot be removed from our agricultural and labouring population.

It is after all but unsatisfactory to know that out of my certificated teachers there are 58 per cent. doing *good* schoolwork, and 32 per cent. doing *fair* work, if 12 out of every 27 children entered in their schools go away before having learned to do an addition sum in money, or to read or spell passages of English correspondingly advanced.

And again, it is absolutely vexing to know that my teachers can pass in reading, spelling, writing, and sums an average of 83 per cent. of those presented to me, and yet that such teaching power is thrown away by 12 out of every 27 pupils entered in their schools.

I plead my Lords, for the exact converse of the Education Act's compulsory provisions; let the *imperial* law of the land be compulsory attendance, and no employing of boy-labour before either a certain age or a certain standard of attainments reached; and let the power of allowing *exceptions* to this general law be vested in local school boards, subject to the Education Department's approval; then no case of hardship can arise; if agriculturists are right in any one parish in asserting that compulsion is impossible, they will prove themselves right to your satisfaction by individual cases and actual facts, and will then be allowed to pass for such cases special laws of escape from the compulsory principle.

May I be allowed to add my testimony to that of one of my colleagues in last year's report, as to the importance of letting the penalty for a breach of this future compulsory law of school attendance fall not upon the parent but upon the employer of labour, for so we shall completely answer the so-called argument that is always being harped upon by opponents of the principle, who urge that parent upon parent will, when fined, elect to go to jail, thus leaving multitudes of children without homes to the tender mercies of the workhouse.

In point of fact, my Lords, it is not the police officer's individual pressure and penalties exercised in individual cottages that we want; such a step will not be wanted except in the case of parents so depraved and degraded as to be all the better for a little police supervision; we want the assertion by law of the general principle; and I believe in a vast majority of cases that such an imperial law would give even to voluntary school managers an incalculable support, and would exercise upon both parents and employers of labour a most effective pressure.

Neglect by parents causes many children to be in Standards much too low for their age.

Let me urge one other (I may say *the* one other) blot upon the school efficiency of my annual grant parishes which strengthens my appeal for a universal compulsory principle; I mean the fact that from bad attendance on the children's part and long parental delay in first sending children to school, numbers of children who perhaps pass well in their Standards ought by rights to be in Standards of learning higher by two than those in which I find them. Not two months ago, on reading some remarks by a parochial clergyman as to the utter needlessness of compulsory interference in parishes where good school work is being done, I took up the papers of the particular school that I had

that day inspected; it was a town school, well taught, well managed, a school for girls, and under a popular and most kindly teacher; and these were the faults as regards the ages of the girls there examined by me: In Standard I. (*monosyllables*) 8 out of 10 girls were 2 years too old; in Standard II. 7 out of 26 were 2 years too old; in Standard III. (*easy dictation and sums not involving money*) 11 out of 26 were 2 years too old; in Standard IV. (*sums in money*) 6 out of 8 were 2 years too old; in Standard V. (*weights and measures*) 5 out of 10 were 2 years too old; in Standard VI. (*practice and bills of parcels*) 1 out of 5 was 2 years, and *all* were *one* year too old.

Again my Lords I have to urge here the fact that there is only one remedy possible for this universal blot, which is *compulsory interference* with parents as to an early commencement of, and a regular attendance during, their children's school career.

I proceed to give my statistical account of the relative passing powers of boys and girls in the several standards.

Comparison of individual passes of boys and girls respectively.

Boys passed, per cent.—

——	Reading.	Writing.	Sums.
Standard I.	76	86	85
„ II.	76	94	83
„ III.	83	81	85
„ IV.	84	72	81
„ V.	85	80	74
„ VI.	93	91	69

And girls passed, per cent.—

——	Reading.	Writing.	Sums.
Standard I.	76	84	86
„ II.	75	93	75
„ III.	80	73	76
„ IV.	82	62	74
„ V.	87	73	62
„ VI.	92	80	55

Comparing then the passes of boys and girls, we find the girls 1 per cent. better than the boys in Standard I. sums (adding and subtracting figures up to 10), but about 10 per cent. below the boys in sums from Standard II. upwards to the practice of Standard VI.

In writing (with spelling included) the girls are behind the boys in all Standards to an average of about 6 per cent.

In reading the girls are nearest to the boys (being 2 per cent. better than the boys in Standard V., poetry); for here their average is but about 5 per cent. below the boys' passes. I must here chronicle, however, in the girls' favour, as the poetry passes imply, that whilst the boys pass in the mechanical power of reading intelligibly and fluently better by 5 per cent. than the girls, in intelligence and style and modulation they are far below the girls.

These statistics seem to put the female sex more than on a par with the male in intellectual power at the school age; for it is to be remembered that the girls have always about one hour daily and very often two hours daily out of the school day of five hours taken away from sums and spelling and given to the needle; and yet, judged by

the same Standards as the boys, they only fall behind them about 15 per cent. in sums and 6 per cent. in spelling and writing.

Examination in religious subjects.

I pass on next to review (before closing my connexion with this branch of school examination under the Education Act) the religious knowledge. I shall very greatly miss this department at first in my inspection of schools; but I confess that it is rather as an intellectual test and engine that I shall miss it than as a matter of directly religious bearing or influence.

The highest element in religious teaching, in fact the "religious element" therein involved, is almost, if not quite, unexaminable. I can test the "*tone*" of a school, but I don't know that I judge of that so much by religious examination, or by noticing the teachers' religious questions, as by a general observation of the teachers' control and influence, and of the children's highmindedness and conscientious diligence at the general work of their examination. I repeat that it is as an intellectual test and lever that I shall miss Scripture in my examinations.

This subject has had immense influence in raising the intellectual calibre of my schools, as shown in the foregoing table. I have insisted upon definite subjects and portions of Scripture being allotted to each separate division or class in the school, and I have striven to have that portion learned both thoroughly and intelligently by (not merely a few picked children, but by) every child in the division.

And the general influence of this carefully systematised Scripture teaching has had, I believe, as much to do as geography or grammar lessons with raising the power of thought in the children, and relieving the Revised Code of all risk of that "groovy" or "stereotyped" effect that some persons connect with the individual passing of children in their reading, writing, spelling, and arithmetical grounding. Let me record for the information of those diocesan Inspectors in whose hands the religious examination of schools will in future exclusively lie, that the systematising of this department, by a definite schedule, into such and such a range of Scripture, &c. for such and such school classes, has made thoroughly sound and bright religious knowledge the rule in my schools, and loose or slovenly religious teaching almost unknown.

Doubtless in the future, geography, history, or grammar lessons will largely take the intellectual place of Scripture as my test of and lever for raising general intelligence; and, as already stated, even now I have induced 64 per cent. of my juvenile schools to introduce one or other of these subjects.

But little if anything can be done with these subjects in the quite lower Standards (say I. and II.). And there I have to look with special anxiety for some engine corresponding to the one now taken out of my hands.

Graduated reading books officially recognised as containing useful matter essential.

I think, my Lords, with several of my colleagues, that the power wanted will lie in the publication or at least approval by this Department of one or more sets of graduated reading books that shall contain intellectualising and instructive facts, whether in physical science or in natural or national history, &c. &c., duly adapted to the mind of the several classes of an elementary school from the very bottom to the top.

With these books and under the new system it will ever be in the Inspector's power not only to test the intelligence, modulation, and style of the actual loud reading of the children, but also to bring out their intelligence and test their memory by questions upon the several stories, lessons, facts, &c. stored up in the reading books of the several classes.

Here, in anticipation of some direct action upon reading books by your Lordships, may I be allowed to plead for a modification of the reading test of Standard I.? I have, I am happy to report, combated the point of monotonous sing-song and unintelligent reading with very great success, thanks to the patient and zealous co-operation of my district teachers, but I am convinced that the monosyllable reading lessons exclusively used by the children at the impressible age of 6 to 7, tends to form an unintelligent style of reading, in which an equal pressure is put on each individual word, and not an intelligent pressure on the accentuated words of the sentences, *e.g.*; Trāy is ā big dŏg, Fān is ā smāll ōne, instead of Tráy ĭs ă bíg dŏg, Fán ĭs ă smáll ŏne.

A plea against commencing the reading course of the Standards with monosyllables exclusively.

I have teachers on my list who have been able to effect intelligent reading in such monosyllable sentences, but specially at the shy age of Standard I. the work is one of very great difficulty where sentences are not broken by easy dissyllables. But I plead further against mere monosyllables constituting our Standard I., on the ground that easy dissyllables are incalculably easier than hard monosyllables. Conceive the words *plough*, *haunch*, *rough*, *gnaw*, of the one sort, and *rabbit*, *father*, *table*, *pony*, of the other, and it is at once patent that the true Standard I. should consist of narrative reading in easy monosyllable and dissyllable words, and that Standard II. should consist of advanced monosyllables and dissyllables.

Needlework.

Next I wish to say a few words on the subject of needlework.

I repeat (in spite of occasional contradiction by lady critics) that I in nowise detract from the importance of this department of girls' education when I protest against the wanton and hurtful sacrifice of two hours daily out of the school day of five hours upon this one subject out of the six or seven that have to be provided for.

There is no question but that the one economical and effective way of providing for this department, is for the elder classes to work, say, three afternoons weekly by themselves, and the junior classes, say, two afternoons weekly by themselves, for so, the semptress will never have more than half the school girls to attend to at one time, and it is manifest that in three afternoons she can give as much individual attention to half the school girls as she could do in six afternoons to the whole school combinedly.

And yet some managers are wasteful enough of time to hold out against this systematising of the sewing instruction, and to insist upon what they fancy to be the essential advantage of leaving the whole school upon the sempstress's hands for two hours every day.

Not three months ago I held my last argument on this subject with a very strong opinioned lady manager.

I will quote her position. She begged me to contrast my idea with hers on this subject. She urged (*and I admitted it*) that my sole object was to teach the girls how to cut and sew well. I marvelled what more might be demanded of them. I was told to think of the "cultivation of "habit." I failed at first to appreciate the force of the expression, but I soon learned that my lady critic recalled in younger days having had set to her *sewing tasks*, at which she was to sit until they should be completed; the tasks might require three or four or even five hours for completion. The *habit* thereby established was the power of keeping patiently and industriously and uncomplainingly on with "stitch," "stitch," "stitch," for this lengthened period of time.

I confess that out of a school day of five hours I do not see the way clear for practising this *habit* into existence; I confess further that I think our duty to our girls is to teach them how to cut and do needlework well at as great an economy of time as is consistently possible. Many

managers have already yielded the point, some have resisted it. I trust that the approval of the school time-tables by your Lordships under the Education Act, will he made to hinge upon this point as well as upon provision for religious lessons.

Of the schools that I have felt called upon to praise for the excellence of their needlework, those that spend two hours daily over the needle are a decided minority. And of the schools in which the work has earned a distinctive mark of blame, those time spending schools are a decided majority. Fact therefore as well as reason bears out my position in this matter.

Pupil-teachers, with a suggestion for further multiplying their number.

I wish to say a few words before closing this report on the subject of pupil-teachers.

Their number has increased in these last two years from 111 to 160; out of these 160, 38 per cent. are males, and 62 per cent. females. The increase I attribute (1) to direct pressure from myself upon teachers and managers, and (2) to the conditions coupled with the extra grant due for extra instruction in such subjects as geography, &c.

But there is one point in Mr. Corry's Minute to which I do not attribute any fraction of this increase, I mean the *bonus* given after apprenticeship is over for pupil-teachers who pass successfully at the two Normal College examinations. These grants, amounting conditionally to 18*l.*, are too far away in the hazy uncertainties of a five or six years' off future to affect the engagement of a pupil-teacher by managers. Indeed I have known cases where these grants have fallen in to schools, and the managers have from perfect ignorance on the subject of this unlooked for windfall, applied to me for advice as to what they should do with the money.

I see, my Lords, a way by which this same 18*l.* conditionally due per successful pupil-teacher might at once become an immense inducement towards the appointment and training of pupil-teachers. Let 20*l.* or 15*l.* be given to the managers whilst the pupil-teacher is still in their schools so as to help them to pay him his yearly stipend and make them think less of the financial pressure of it, and let these sums be conditionally due in five instalments at the end of each year of apprenticeship on condition (1) that the examination passed at the end of that year before Her Majesty's Inspector is worthy of the mark good or fair, and (2) that the pupil-teacher's teaching work as assistant in the school is noted by Her Majesty's Inspector as satisfactory. Thus, my Lords, we should at once tempt managers to engage pupil-teachers by the offer of a direct annual grant of 4*l.* or 3*l.* towards their wages, and we should at the same time bring a pressure to bear upon the masters and mistresses, such as would induce them to work up their pupil-teachers more than is now the case to the standard of good or at least of fair.

Advantages of a territorial district over a denominational connexion with one class of schools.

In concluding my report as to the present condition and prospects of my district, I wish to express my hearty sense of the advantage about to be given to Her Majesty's Inspectors in the exchange of a denominational for a territorial district.

The economy of public money is not the only, if even it is the chief, advantage hereby obtained; there is great risk of jealousies springing up between the British and the church schools of the town on the supposition that there is a difference of standard and strictness and style of examination between the two denominational Inspectors respectively visiting them.

That risk of evil is now removed. Another advantage gained is that in future an Inspector, when assured by the church school authorities of any town as to the innate stupidity or insubordination of their children being quite exceptional, will be able to see whether such

stupidity or disorder has been too much for the efforts of the British or rate supported schools, and if he should find that these latter schools have conquered these defects, he will be justly stern against making special allowance for the failure of the church schools in these particulars.

I have the honour to be, &c.
C. D. Du Port.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. GEORGE FRENCH, M.A., of Queen's College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in part of* YORKSHIRE.

MY LORDS,

WHEN I last had the honour to present to your Lordships a General Report of the state of elementary education resulting from my experience of it in the part of Yorkshire assigned to me for inspection, I gave some statistical information which I beg your permission to repeat, in order that it may be compared with that which I present for the year ending 31st August 1870.

I will place the items of income and expenditure side by side, in order that the comparison may be made at a glance.

The statistical information is gathered from the sheet supplied from the office when it is the duty of Her Majesty's Inspector to write a General Report, and refers only to schools in receipt of annual grants.

Comparison of income.

INCOME, as shown by Forms IX. up to 31st August 1868.	£	s.	d.	INCOME, as shown by Forms IX. up to 31st August 1870.	£	s.	d.
From endowment	933	2	8	From endowment	666	9	2
„ voluntary contributions	7,257	2	1	„ voluntary contributions	6,430	10	6
„ school-pence	5,573	6	2	„ school-pence	5,633	1	7
„ capitation grants	6,014	8	5	„ capitation grants	6,851	8	1
„ various sources	325	12	9	„ various sources	154	8	1
Total	£20,103	12	1	Total	£19,735	17	5

Results of comparison.

By comparing these several items of income it will be seen that there has been a falling off in that afforded by endowment, voluntary contributions, and sundry other sources, such as Church collections, &c., while there has been an increase in the important matters of the school-pence, and the grants awarded by your Lordships upon the results of my examinations, and the average attendance of the children. And it seems only fair to conclude from these facts that there has been a little more regularity of attendance, and a corresponding amendment in the attainments of the children.

Comparison of expenditure.

Let me now place in a like position the several items of expenditure, which may be equally interesting to those most nearly concerned.

EXPENDITURE, as shown by Forms IX., up to 31st August 1868.	£	s.	d.	EXPENDITURE as shown by Forms IX. up to 31st August 1870.	£	s.	d.
For salaries	16,379	6	7	For salaries	16,599	15	9
„ books and apparatus	801	5	0	„ books and apparatus	732	18	2
„ miscellaneous purposes	3,328	3	4	„ miscellaneous purposes	2,520	17	6
Total	£20,508	14	11	Total	£19,853	11	5

Results of comparison.

On comparing the several sums of money it will be at once seen that there has been a considerable increase in the sum paid for teaching, while there has been a large decrease in the sum expended upon books, &c., and upon miscellaneous matters, such as treats for the children, &c., the latter of which, may, in some cases, have been a sanitary gain.

On comparing the several totals it will be easily seen that in both cases the expenditure exceeds the income by a good large sum of money. Comparison of income and expenditure.

From the statistics respecting income it would appear that the schools having the oftentimes questionable advantage of an endowment have to some extent withdrawn from inspection. This is, I dare say, partly owing to the manner in which endowments are dealt with under the present educational Code. In some cases, perhaps, the pecuniary aid from your Lordships was so small, after the endowment was deducted, that the managers did not deem the benefit reaped by a yearly examination and inspection by one of Her Majesty's Inspectors to be at all commensurate with the amount of preparation needful for the same. Of course this was a very great mistake on their part. For although I know of some very laudable exceptions, yet as a rule there are no schools in the kingdom that require rigid, careful, and regular inspection more than small-endowed ones. Still there is an undoubted hardship felt in cases where the endowment is not very large, and the voluntary subscriptions are only small and very difficult to obtain, when the grant from your Lordships, well earned by dint of real hard work, is so reduced that the teacher's salary suffers very considerably. And I should be glad to see some alteration made in your Lordships' treatment of small endowments, whereby they could be made to increase rather than (as they often do now) to diminish the efficiency of the schools to which they are attached. Endowments.

The falling off in the item of voluntary contributions may, in some instances, be owing to the fact that the examinations of the children have been more satisfactory as regards results, and that there has consequently been less need for a call upon the private purses of the clerical or lay-manager who has to make up all deficiencies. Voluntary effort, at any rate as regards villages, in too many, if not in all cases, means only that of the clergyman, or squire, or both. These are mostly left to bear the burden alone, and even well-to-do farmers are too frequently found to be contented that such should be the case. And when I hear from so many of the clergy the very great difficulties they experience in their efforts to maintain their schools in a state of efficiency; and find upon making inquiry as to the amount of support they receive from the farmers in the place how miserably small it is, I feel that in such cases an enforced rate can alone make them bear their due share of the burden of the money expended for the welfare of the poorer inhabitants of the village. Of course there are exceptions to what I have just said. I have heard of places where a rate has been voluntarily levied for the support of the school, but I fear that the rule is for voluntary effort to be confined within the narrow limits I have mentioned. Voluntary effort. Teaching power in my district.

The number of teachers at work in my district during the years 1868 and 1870 respectively was as follows:—

For the year ending 31st August 1868.		For the year ending 31st August 1870.	
Certificated teachers	185	Certificated teachers	178
Assistant do.	27	Assistant do.	17
Pupil do.	154	Pupil do.	161
Total	366	Total	356

showing a slight increase in the number of pupil-teachers, and a decrease in the number of principal teachers and assistants. From the same sources of information I gather that the number of children provided for in Annual Grant Schools at the rate of eight square feet of superficial area for each child was as follows:—

For the year ending 31st August 1868 - 27,808
" " " " 1870 - 25,857

Provision in annual grant schools.

Comparison of provision and use.

It may be interesting to some persons to notice the following:—

The number of children that could have been accommodated, and brought help to the schools during the year ending 31st August 1870 was 25,857.

The number of children on the registers from under 4 to above 14 years of age was, during the same year, 20,979.

The number of children actually present on the days of inspection and examination, during the same period, was 10,398 boys and 7,412 girls, giving a total of 17,810 children.

The number of children in average attendance for the same period was 8,492 boys and 5,961 girls, giving a total of 14,453 children.

The number of children presented for examination from boys', girls', and mixed schools during the same period was 9,552. The number from infant schools for whom payment was demanded was 3,073. Here we have a total number of 12,625 for whom payment could be claimed.

Results of comparison.

These numbers seem to me to tell their own tale. While there is provision made for over 25,000 children, there are only nearly 21,000 on the registers and there were only about 18,000 present on the days of inspection. Of these there was an average attendance of about 14,500, and only about 12,700 could demand payment. I will not make any lengthy examination of these figures. But may I not fairly conclude from the consideration of them that the provision already in existence for the use of those who are to be the partakers of the benefits of elementary education meets with a very uncertain, irregular, and desultory acceptance at their hands?

Comparison of grant received during 1868 and 1870.

The whole amount paid by your Lordships in the shape of annual grants to day schools during the year ending 31st August 1870 was 7,257*l.* 13*s.* 5*d.* This, when compared with the sum received during the year ended 31st August 1868, viz., 7,081*l.* 6*s.* 5*d.*, shows a considerable increase, and also, as one would fain hope, a corresponding improvement in the quality of the instruction given to the children.

Comparison of grant to night schools received during 1868 and 1870.

The total sum paid by your Lordships to night schools in my district during the period ending 31st August 1870, was 128*l.* 11*s.* 1*d.*, which, compared with the sum paid during the period ending 31st August 1868, viz., 61*l.* 4*s.* 1*d.* shows the considerable increase of 67*l.* 7*s.* Yet in spite of this evident increase, I cannot say that night schools make much way in my part of the country. In many of the villages they are much discouraged, even if they are not positively opposed by the employers of labourers. And even where such truly valuable schools are in full work, the managers say that they meet with greatest favour with persons older than those who are able to procure a grant from your Lordships. And I am disposed to think that it would be a good thing, and I know that it would give great encouragement and help to these very important parts of the great machinery of education, if all, of whatsoever age, could receive the usual grant if they passed the accustomed examination. I wish that I could always conduct these examinations in person, for, though I have perfect confidence in the managers, who, for the occasion, take the position of Her Majesty's Inspector, yet would it be more satisfactory to me if I could in all cases see the way in which the night schools are worked.

Per-centage of passes in reading, writing, and arithmetic.

The quality of the reading, writing, and arithmetic during the same period ending 31st August 1870, may be in a measure judged by the following numbers:—

Presented for examination	- -	9,522
Passed on examination	reading - -	8,210
	writing - -	8,131
	arithmetic - -	7,271

which show the following rates per cent. (nearly) respectively 86¼, 85⅓, 76⅔. Something more will be said on these results by-and-by.

Character of teachers.

The next point of importance that occurs to me as worthy of notice is the apparent characters of most of those who hold the very responsible position of teachers of children in the elementary schools in my district. It is really a very great pleasure and comfort to me to be able to feel that most of the principal teachers and assistants with whom I come into contact are persons who duly recognize the vast importance and responsibility of the work they have to do, who are truly and earnestly desirous of doing that work thoroughly well, and ready at all times to carry out in practice any suggestions I may at any time be able to make in the direction of improvement in their school routine. I have every reason to believe that, as a rule, they discharge the duties of their often very difficult position with honesty, conscientiousness, zeal, and credit. I hope I may be allowed this opportunity of speaking words of praise, in general terms, of the very good men and women with whom I have to do in my official capacity. I feel sure that they will be accepted as sincerely meant, and intended to spur them on to even more vigorous exertions in the good cause we have at heart.

Instruction to pupil-teachers.

Yet there is one fault, and that by no means a little one, that I must complain of, and to it I beg to call the principal teachers' most careful attention. The fault is by no means one that belongs to them all, yet it will do no harm, even to those who are free from it, to have it noticed here. I am far from being satisfied, as a rule, with the attainments of the pupil-teachers, both males and females, although the latter generally pass much better examinations, take far greater interest in their work, and almost invariably teach infinitely better than the former. My judgment in this respect has been formed after a most careful and rigid examination into their several papers, and a most diligent and attentive watching of the lessons given in my presence. It seems to me that their memories are unduly taxed at the expense of their intelligence. The odd blunders they make in their papers sometimes are very ludicrous. I remember the following in answer to a question in English history respecting Oliver Cromwell: "He (Oliver Cromwell) was supposed to be the Young Pretender, the son of James I.; his friends thought he ought to have the Crown, and because he would not try for it there was a rebellion." This is only one out of far too many very glaring cases of ignorance that some of them perpetrate. Therefore I do most sincerely hope that the training of these young people will be considered as a matter of the deepest moment both by managers and teachers, and that though in almost all instances the latter reap no direct pecuniary advantage from instructing them, they will yet strive so to educate their dependants that there may be a reasonable expectation that they will do credit to themselves and to their important profession. I may here say that those pupil-teachers do the best in my annual examination who are accustomed to be periodically and carefully examined on paper in the several subjects which they are preparing for me.

Buildings.

I verily believe that I have in my district, some of the neatest, nicest, and most convenient school-rooms in England. I have, I am sorry to say, many which I cannot place in this same category. But your Lordships' new Act is, I am glad to say, likely to produce a marvellous change in this respect. At one time it was far too general an opinion that any building which would just pass muster would do for a school. But now there is almost effervesence where before there was stagnation! There is an eager desire abroad now to build or to alter and rearrange; so that in the course of a year or less, I expect to witness a perfect

revolution in the very important matter of school premises,—a revolution truly needed in some parts of my district, and one which I shall joyfully welcome.

Subjects of instruction.

The several subjects into the teaching of which it is my duty to inquire, next call for some notice from me.

Religious instruction.

And firstly, I would beg permission to say a little concerning the religious teaching given in the schools which I have the honour and pleasure to inspect. As all the managers and teachers with whom I am concerned know, this most important of all subjects has always received my closest and most careful attention. And I speak of it here in no spirit of antagonism towards those who, to my sorrow, do not agree with with me, that it should remain a most important and duly recognized element in our primary schools. I simply assert here what I know, and testify to that I have seen, and though my testimony be feeble yet it is a true one founded on experience. The religious difficulty which has formed the theme of so many eloquent addresses, and has been bandied to and fro on so many occasions by those who, with even my small experience would have acted differently, is, I can safely vouch, an unknown thing in my district. The religious teaching of many of the masters and mistresses with whom I have to do has, I rejoice to say, become a great reality; it is something over and above a mere acquaintance with the facts of Scripture history, and a knowledge of the words of the Catechism. In a very large number of instances I have this head-knowledge to my entire satisfaction; but there is also manifest on the part of many of my teachers that which I never fail to note, a thoroughly earnest endeavour so to teach the children entrusted to them, in this important respect, that the result may be, if not there and then, yet by God's blessing, in time to come, real, vital religion, sanctifying and making happy their life, and tending to make them good men and women eager to do their duty both to God and man. To expect such a result as this may, to some persons, appear to be utopian, and may not perhaps be achieved in many cases out of a dozen; but that the religious teaching of very many of those with whom I come into contact has this simple end in view, I cannot but, from my experience of them, feel assured of, and they know that I wish them Godspeed in their holy work! And although I have always made strict inquiry, I can scarcely give a single instance where this religious teaching has met with any objections from the parents of the children who are the receivers of it. I could, if it were necessary to do so, cite many cases of parents who would not think of calling themselves members of the Church of England having allowed their children to receive unchallenged the religious teaching usually given in our National schools. But as I believe all right-minded people are now convinced that the so-named religious difficulty was a mere phantom raised for the express purpose of gaining the popular ear, I forbear to do so. I will only ask permission to say that it would be an act of positive cruelty to deprive the children of our poorer fellow countrymen of that religious teaching and training which they cannot get save at day school. The Sunday school organization is so incomplete that the teaching there is only supplementary to that which is given during the week. And then as to the teaching at home! Who undervalues the power of home influences? Who denies that it is the primary duty of parents to bring up their children religiously and morally? But think of some homes and reflect upon what sort of children those who live in them would be, if the evil influence of the same were not counteracted by the conscientious endeavours of a good teacher to train them early in the ways of virtue and godliness! And think of the majority of their homes where there is nothing but toil and labour to get them pro-

perly fed and clothed, where the parents rise early to work and are on their return, fit only for sleep to refresh them for the next day's avocations! How can these teach their children? Many of these people have told me that they do not know how their children will get any acquaintance with the truths of Christianity if they are not taught them at school! These facts, for facts they are, make me eager for religious teaching and training in our primary schools. I have as strong faith as most men in the good that is to follow upon the spread of education; but this good cannot surely be expected to follow, unless we take as the basis of our training the highest obligations, that attach to every human being. Or in other words religion must be the foundation upon which our system of education must be built. There are not wanting those who would prefer the old-fashioned ignorance as to book learning, if only it were supplemented and counteracted by the oral teaching of the word and will of God by the ministers of the same. And though I cannot wholly agree with them, yet I should tremble for the weal of our country, the most (professedly) Christian in the world, should it ever come to pass that the teachers in our primary schools were expected to teach the children entrusted to their care and superintendence those matters only which appertain to their bodily well-being, with no regard whatsoever to those higher and holier concerns which belong to their spiritual and eternal condition.

Secular subjects.

But I must now notice the other subjects of instruction with which I am concerned.

Reading.

And I will begin with the reading. I could not say that this very important subject has not improved a great deal since I reported upon it last. But it has not, I must say, in too many instances, made such steps towards a certain degree of perfection as to make me satisfied with it. I know, happily, of some very good exceptions to this rule, where the children of the first class can read with most creditable expression and fluency, and with such manifest intelligence that I cannot but call them good readers. But too often the burden of my complaint still takes the form of want of tone, of intelligence, of expression. I am very careful to require the children presented for examination in Standards V. and VI. to read, the former some piece of poetry, and the latter a paragraph from the newspaper. Yet I fear that the writers of the poem and leading article respectively would sometimes be at a loss to recognize their productions. I am afraid that the teachers far too frequently aim at simple verbal accuracy to the almost total exclusion of tone and expression.

Recitations.

The recitation of pieces of poetry and prose is, I am glad to find, becoming far more general throughout my district, and where I can get this important matter to be properly attended to, where some regard is had to the manner in which the piece is delivered, there I experience greater pleasure in hearing the children read. There is a plan adopted in some of my best schools which I mention as worthy of more extended imitation, for in these schools the children are most manifestly the most intelligent with whom I come into contact. The teachers always take the daily paper into school with them; and the first-class children read the important telegrams, the telegraphic summary, the leading articles, &c. They are consequently *au courant* with all the important events of the day, become acquainted with a more extensive vocabulary, and certainly display a shrewdness and an intelligence which one would gladly see far more general.

Writing.

Our test as to the quality of the writing in any school involves the oftentimes merely mechanical accomplishment of what is termed "writing a good hand," and the far more difficult and scantily possessed acquirement of good spelling. Of the former I can almost always speak in

very high terms of approbation, while the latter too often fills me with amazement. Some of the words that I occasionally meet with are so odd and obscure that even the most eminent philologist would be puzzled to attach a meaning to them. The practice of writing from memory as well as dictation, which I always recommend, will, I hope, do much towards correcting this fault. Then it almost always happens that poor reading is the companion of bad spelling, and when a child fails in the one it is almost always a consequence that he will fail in both. Therefore I do trust that, as the reading becomes better, through increased attention from the teachers, the spelling will improve in a like degree.

Arithmetic. The next subject that calls for a few words of remark is the arithmetic. According to the per-centage of passes in the three usual subjects of examination this, oddly enough, stands the lowest. And not only do the children, but the pupil-teachers also, pass, too frequently, a very indifferent examination in this important subject. It is as often from positive inaccuracy, as from ignorance of principles that the pupil-teachers do so badly in this respect; and I am inclined to think that in very many instances the principal teachers are so over anxious that their children should pass his or her standard examination satisfactorily that they screw the poor little bairns up to the very point of being just able to do the required sums, and nothing beyond. I have sometimes, to my sorrow, observed that, if I have made any variation in my course of procedure in this respect after the lapse of a year, very many poor little lads and lasses are soon in a maze, and I get a hint from either managers or teachers, or both, that I have surely raised my standard of requirements as to efficiency in this subject. I wish teachers would remember that what is required for a pass is the minimum and not the maximum amount of knowledge that the children are expected to possess; and also that if they wish them (as I believe they do) to pass a really satisfactory examination, they should be instructed, from the earliest period, beyond what is absolutely required.

Extra subjects. Those subjects, in one or more of which a certain number must pass a satisfactory examination in order to obtain an increased grant, do not receive that general attention in my district that I should be glad to see. This is very often owing to the fact of the schools being unable to satisfy the requirements with which the receipt of this increased grant is hedged round. But in my best schools these subjects have always, I am happy to say, been duly attended to, and, on the whole, very well taught.

Letter writing, &c. I should like to see the subject of letter-writing and general composition receiving more care and attention. I almost always expect the children of the first class to write letters. Sometimes they are curious compositions, full of quaint and original expressions, and very frequently most creditable performances. In some cases they are not worth reading. I very often get some very fairly good papers when I ask for an account of some Scripture character or event. The mere details of inspection and examination occupy me so long (as I am generally alone in my work) or I should pay more attention to this very important part of elementary teaching.

Grammar. In the few cases in which grammar has been chosen as the extra subject I am both surprised and pleased to find how very fairly well it is done, and how generally the children, especially the girls, appreciate it.

English history. I do not, as a rule, feel much satisfaction at the way in which the subject of English history is handled. On various occasions I have written a few simple questions on the black board to be answered by the children of the first class, but the papers sent in are seldom worth looking at.

The subject of geography is most frequently taken as the extra one. It is very difficult to prevent this becoming a matter of mere memory to the entire exclusion of intelligence in the learners. Yet I know of many instances where the portions chosen are always most thoroughly well done, and often accompanied with neatly drawn maps, which I do not fail to commend. Geography.

The tone and discipline observable in the schools I visit being matters of the highest importance, deserve some notice from me. It does not, of course, take very long to find out the state of these most momentous features in the working of a school where both are bad. How heavily one's work presses then! But when both are good all goes on smoothly, and hours pass away before I am aware. I do not mind how much work there is for me in a school where I know I shall see prevalent a good, honest, healthy tone, and a firm but kindly discipline exercised. My best teachers in every respect are those who are quiet but evidently earnest in all their ways, who are never fussy and fidgety, who do not fret and fume at the least trifle that happens to go wrong; who are not incessantly calling out for silence which, when obtained, is only like the momentary lull in a storm; nor constantly ringing a bell or blowing a shrill whistle (which are to me equally disagreeable) in order to get that attention which their own presence and the fact of the children being in school should, as a matter of course, accomplish. I have the pleasure of inspecting some schools where the work is done so orderly, quietly, and methodically that I experience little or no weariness, even though I spend six and seven hours in them. What a grand work the teachers of these schools are doing! Would that their number could be increased a thousand-fold! For surely the characters of the children require as much care in their moulding as do their intellects in their training; indeed they demand far closer attention as influencing so greatly their future usefulness and happiness. Tone and discipline.

Having presented the foregoing to your Lordships in a sadly crude way I fear, I beg to add in conclusion a few remarks of a general character on the subject of my report.

My district, being almost entirely an agricultural one, presents few of those great and interesting changes in the matters of an increase of schools and scholars which occur in the more populous places visited by some of my colleagues. I used to feel that things here seemed to have reached a dead level, and the receipt of a new school for inspection was quite an event for me; and to find an increase in the numbers presented for examination was equally pleasing and eventful. I always thought that some very strong external action was needed to disturb this educational torpor; and Mr. Forster's bill has done this most effectually. From places and persons frequently unknown to me, even by name, come letters full of most anxious inquiry as to the best means to be adopted to make the schools I never knew were in existence suitable, sufficient, and efficient. The relative merits of voluntary and rate-supported schools are now discussed with intense interest and energy, and the determination to place within reach of those for whom they are intended the means of elementary education, seems to be uniform and sincere; and the results of this vigorous action will, I expect, be in due time of corresponding magnitude. Old school buildings are being enlarged and modernised or rebuilt, and new ones are to be erected in places where till now none existed. The several appliances of education are to be improved, and people seem to vie with each other in striving to be earliest in effecting these salutary changes. Educational efforts have received a marvellous impetus throughout the length and breadth of my district in this important old county, and my only fear is lest the demand for good General remarks.

and efficient teachers should very far exceed the supply. It would be a sad thing indeed if, after we have planted in every educationally vacant spot in the country adequate school accommodation, the most serious part of the problem should remain unsolved, viz., how are we to get proper teachers to carry on the work when we have all the other appliances ready to our hands? We must not in a single instance return to the plan, not, I regret to say, entirely extinct yet, of appointing a poor creature to the post of teacher who, having failed in every endeavour to get a living, receives this appointment in order that he or she may not be a burden on the parish rates! I hope and trust that there will ere long be a very large increase of pupil-teachers, so that we may, in due time have properly trained masters and mistresses all over the country, whose systematic methods of teaching, ordering, and disciplining their schools will be sure to be, by God's blessing, very soon perceptible in the spread of intelligence, in the gradual dispersion of ignorance, and, as we may well believe, in the general improvement, both moral and intellectual, of our fellow countrymen.

A great deal has been said and written of late as to the expediency of giving education free of cost to the children who attend our primary schools. I think that to do so in every case would be positively injurious. I am glad that the power to do so in certain cases is vested in school boards, but I trust that this power will be wielded with the most careful prudence. In a matter of this importance I feel that it will be well that counsel be taken with those persons who are most conversant with the circumstances of that class of our people whose children attend the schools with which we are concerned; and no persons know these circumstances better than those who visit most the homes of the poor, viz., the clergy, the Scripture readers, Bible women, district visitors, and the medical men. In the towns that I visit I hear of many children attending school free of cost through the charity of the benevolent, and they almost invariably prove to be the most irregular and least careful to avail themselves of the privilege they enjoy. The system works better in villages, where the circumstances of the parents are better known, and the ready givers of the benefits are more careful to see that they are properly prized. Much, too, has been lately said about village schools being under the special dominion of the clergyman or squire, or both; but, so far as I am able to judge, I do not see what can be done to promote the spread of elementary education amongst our villagers unless these gentlemen, recognising, as they mostly, though not entirely, do, the responsibilities of their position as regards the poorer folk around them, take the management of the schools in their several parishes.

Nor do I see at present, even if a school board existed in every country parish, and—though I acknowledge the desirableness and absolute necessity of regular attendance—how the compulsory clause is to be worked out in villages. There is so much work that can be done, even by very young children, in an agricultural district that it seems hard, and almost impossible, to deprive their parents of the benefit of what they can earn. I must confess that to me the difficulty at present seems to be a gigantic one. I am looking forward with most intense interest to the working of the school boards in this most important respect of compulsory attendance, and shall rejoice unfeignedly if the clause appertaining to this can be satisfactorily carried out.

I must say that I am very glad at the prospect of being allowed to visit *all* the schools open to inspection in my district; indeed I have always desired it. As I am deeply interested in the schools that at present come under my notice, so shall I be equally anxious and regardful of all that I shall in the future have the privilege to inspect; and

wherever I find a teacher working honestly, faithfully, conscientiously, and well, he or she may feel assured of my very cordial sympathy.

I owe a debt of gratitude to the several managers of schools in my district for their uniformly kind and courteous treatment of me, and for their sympathy with me in my earnest endeavours to do my official work fairly, honestly, and thoroughly. The teachers at work here also deserve my best thanks for their almost invariable attention to the work of preparation for my annual visit, and for their efforts in helping me to take care that my examinations shall be properly and satisfactorily conducted.

My colleagues, Mr. Watkins and Mr. Pickard, have most kindly and considerately spared me their assistants on various occasions. The help of Mr. Taylor and Mr. Howard has been almost invaluable to me, and both of them, by their kindness, courtesy, and fairness have justly won golden opinions in my district.

I have also to thank those with whom I am officially concerned for much kindly forbearance.

I have the honour to be, &c.

GEORGE FRENCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. J. G. C. FUSSELL, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MIDDLESEX.

MY LORDS, January 1871.

I HAVE the honour to submit to you my report upon schools inspected in this district during the year ending 31st August 1870.

Work of the year.

The number of institutions visited is 84, comprising 175 day schools under separate teachers, and 16 night schools; these schools were divided as follows:—

Boys'	59
Girls'	53
Infants'	40
Mixed	23
Night	16
	191

Number of teachers.

The number of certificated teachers was		191
„	of pupil-teachers	209
„	of assistant-teachers	59
Number of children. „	of children on school registers	25,645
„	of children in average attendance*	18,866
„	present at inspection	20,996
„	presented for examination	10,530

Comparison of results with those shown in my last report.

Adding to these results those which were obtained from six schools for the inspection of which, during the past year, I was indebted to the assistance of two of my colleagues, there appears to have been during the two years which have elapsed since my last general report, viz. for the year ending 31st August 1868, an increase of about 22 per cent. in the total number of pupil-teachers; or, including the assistant-teachers, and reckoning one assistant teacher as equivalent to two pupil-teachers, an increase of about 12 per cent. in the amount of teaching power at the disposal of the masters and mistresses employed in the schools comprised in my district.

		per cent.
The number on the books shows	an increase of	$2\frac{1}{2}$
„ in average attendance	„	$7\frac{3}{4}$
„ present at inspection	„	4
„ presented for examination	„	$5\frac{1}{2}$

School-age and school-stay (in the same school) contrast unfavourably with those in 1868.

The comparative per-centages of school-age, and school-stay are as follows:—

Age.	Per-centage in the Years		
	1866.	1868.	1870.
Under 7	32·10	34·11	35·57
Between 7 and 10	38·78	38·35	36·98
Above 10	29·10	27·5	27·52

* Being 73·56 per cent. of the whole number on the books.

School stay, *i.e.* in the same School.	Per-centage in the Years.		
	1866.	1868.	1870.
Less than one year - -	46·22	49·93	48·61
For one year - - -	21·87	21·30	23·14
For two years - - -	13·91	13·45	12·98
For three years - - -	8·60	7·81	6·81
For four years - - -	5·20	4·08	4·30
For five years and upwards -	4·16	3·40	3·45

I observed with regret in 1868 that the general age of the children was lower, and their period of school stay shorter, than in preceding years. The foregoing return shows that both their age and their period of school stay are, unhappily, even lower than in 1868.

Some advance in attainments notwithstanding this.

Under these circumstances it is satisfactory to find in 1870, not only an increased per-centage of children presented for examination in the different Standards, but also a decided improvement in the results of the examination, as the following tables show :—

Per-centage of passes.

For year ending 31st August 1870.

——	Reading.	Writing.	Arithmetic.
Boys' schools only - -	88·35	88·58	81·59
Girls' schools only - -	89·86	88·84	76·25

For year ending 31st August 1868.

Boys' schools only - .	84·80	84·86	73·43
Girls' schools only - -	84·70	82·70	66·77

The comparison of these respective results shows the following "increase" for 1870.

Boys' schools only - -	3·55	3·72	8·16
Girls' schools only - -	5·16	6·14	9·48

More particularly in arithmetic.

Causes of this advance.

Improved methods of teaching not sufficiently attended to.

Work of more than ordinary merit should receive a premium.

The general result, therefore marks an appreciable improvement both in reading and writing, and a decided improvement in arithmetic. This is due no doubt in great part to the more liberal amount of teaching power employed, but increased efforts on the part of the teachers and attention to better methods have also contributed to it. In this last respect, however, there is still much room for improvement. So far as my district at least is concerned, the methods of teaching all three subjects are on the average decidedly inferior to those commonly used in it before the introduction of the Revised Code, and I am persuaded this will to a great extent continue to be the case, until work of more than ordinary merit becomes entitled to a premium.

There would be nothing in this at variance with the principle of the Revised Code, that of payment for results, on the contrary it would be most strictly in accordance with that principle. It would remove what

many feel to be a substantial injustice, and would encourage the intelligent and deserving.

At present, if on the occasion of my annual visit to a school, I find its organization, instruction, or discipline to be more or less unsatisfactory or even bad, I am empowered to recommend a greater or less reduction of the grant conditionally due. This must always be an unthankful duty, it is sometimes a very painful one.

Inferior work is justly visited with a reduction of grant.

There is, however, in all our annual grant schools at least an implied contract on the part of managers with the children's parents and with the Committee of Council that the school shall be efficient; there is moreover an express contract with the Committee of Council that the payment of the grant shall be conditional upon such efficiency, and it is not at variance with any principle of justice to insist that work not done shall not be paid for.

Supplement this practical discouragement of work which falls below the standard of fair efficiency by an equally practical encouragement of that which rises above it, and I feel sure the result will more than answer all reasonable expectation. The present system recals to my mind a saying whose authorship has, I am aware, been attributed to another source, but which if it did not originate with, was at all events appropriated by, an old and much-respected clergyman, who flourished in North Wales in the days of "Auld Lang Syne." He was a man of majestic presence and approved hospitality, and happy in a wife of cultivated mind and refined taste. Those were the days of quaint old-fashioned courtesy, and sometimes when there were no guests at table, she would say playfully to him after a more than commonly successful dinner, "Sir, I expected to have heard from you some expression of "approval to-day." "Madam," he would reply, with a serio-comic inclination of his be-wigged head, "Madam, is it not enough that I find "no fault?"

So far, so well, but I feel sure that had it been his practice on such occasions to visit decided faults with censure, his domestic comfort would have been impaired had he failed to encourage decided merit with praise. He would have been less cheerfully, and therefore less efficiently, served.

I have long been convinced that the standard of efficiency in our schools suffers from the want of some such positive encouragement. It

Immunity from penalty cannot supply the place of positive encouragement.

really cannot be expected from ordinary human nature that immunity from penalty should have the same actuating effect upon it, as might justly be looked for from the reception of a premium.

An official standard of efficiency is prescribed. I do not forget that this is, and has been clearly stated to be, an official *minimum*, and that managers whose schools seriously fail to reach this are liable to a reduction of their annual grant. But I believe most Inspectors agree that it is practically impossible, even if it were really desirable, to recommend an absolute enforcement of this penalty. Cases of doubt, and these are numerous, are in fact tolerantly dealt with, and considering the many difficulties which beset schools and managers, it would often

At present an indifferent school is as highly rewarded as a highly successful one.

be unjust to deal with them otherwise. The result is, that a school which barely satisfies the official requirements is able to record as high a per-centage of passes, and receives as substantial a meed of approbation, as those which are justly marked "good" or even "excellent."

Yet the additional labour and cost of producing these superior results are often out of all proportion to the increased results themselves. As a matter of fact, they would seldom be produced if regard were had only to commercial considerations. In that sense they seldom "pay." They are almost invariably prompted by feelings of self-respect and of honest

pride in the work and by a high sense of duty, and are often sustained only at the cost of no inconsiderable amount of self-sacrifice, sometimes even at the risk of a teacher's health. I could at this moment quote several instances of this character. I feel that in such cases it would be an incalculable advantage to be able to recommend some increase in their annual grant on the score of their higher deservings. I know that it would stimulate effort and be highly prized, even apart from its pecuniary value. Many of the best school managers and teachers in my district recur to this subject year by year, and I do most earnestly wish that their desires could be gratified, even if it were made a condition that a large portion of such increase in their grant must be expended upon additional teaching power and apparatus, so long at least, and to such an extent, as Her Majesty's Inspector should report such addition to be desirable.

Importance of remedying this.

The following advantages would demonstrably follow:—

1st. Sensible relief would be afforded to the teachers.

2nd. Your Lordships would "secure," better than is at present secured, that the greatest possible number of the scholars shall be raised to the point of passing.*

3rd. The standard of attainments throughout the school would be raised.

4th. The increase in the number of pupil-teachers would eventually help to supply the increasing demand for certificated masters and mistresses.

Passing to a more general comparison of the schools, one with another, I almost invariably find that the largest schools are the best schools; this has, on the whole, generally been so, so far as my experience goes, but since the introduction of the Revised Code it is so more than ever. One reason for this is that the larger the school, the more economically can it be conducted in proportion to its size. The salary of a teacher capable of taking charge of a school of 300 children is seldom half as large again as that of one who can only manage 80 or 100 children, while the amounts received in the form of school pence, and of the Government grant are, on an average, three times or even more than three times as great. Moreover, the cost per child for fuel and light, for books and apparatus, and for other incidental expenses can usually be kept somewhat lower in the large school than in the small one. Taking as the unit a school of 90 boys (Art. 52 (b) of Revised Code), we find the minimum staff required is:—

Comparative cost and comparative efficiency of large and small schools.

The large schools cost less per child;

	£
1 Certificated teacher (with house, &c.), say	95
1 Pupil-teacher (average of five years' engagement), say	20
2 Paid monitors	10
	£125

Taking next a school of 250 boys we have minimum staff required.

	£
1 Certificated teacher (with house, &c.), say	125
2 Assistant teachers at 50*l.*	100
1 Pupil-teacher at 20*l.* (average)	20
4 Paid monitors	†25
	£270

* Report of Committee of Council on Education for 1868-9, p. xxv.

† 25*l.*, because in so large a school, the senior monitors ought to be a little more highly paid.

The other items of expense which I have mentioned are approximately in proportion to the number of children in the school; it is evident therefore that the cost of a school of 250 need not, as far as these items are concerned, be much more than double the cost of one of 90.

If the comparison be made with reference to girls' schools, the following will be the results.

Cost of minimum staff required for a school of 90 girls.

	£
1 Certificated mistress (with house, &c.)	55
1 Pupil-teacher (average)	15
2 Paid monitors, say	8
	£78

For a school of 250 girls:—

	£
1 Certificated teacher	80
5 Pupil-teachers	75
4 Paid monitors	20
	£175

It will be observed that in the larger boys' school I have estimated for two assistant teachers, and one pupil-teacher, in the larger girls' school for five pupil-teachers; not because I think the employment of assistant teachers preferable, but because of the extreme difficulty of obtaining male pupil-teachers in this district. Female pupil-teachers are far more readily obtained, and, as far as my experience goes, two female pupil-teachers are usually far more efficient than one assistant teacher, such at least as is ordinarily to be met with; the best pupil-teachers seldom become assistant teachers, they usually go into training.

and are at the same time more efficient.

Comparative cheapness however is not the only advantage which a large school has over a small one; it ought to be superior in efficiency.

In the first place, assuming that the salaries of the two masters are fairly proportioned to their abilities, the master of the large school is a far abler man than the master of the small school, and the effect of this will be seen in superior instruction, organization, and discipline.

The pupil-teachers are better instructed, especially in the work of teaching.

It will be seen in the instruction, above all in the professional instruction, of his pupil-teachers. A well-officered elementary school of 200 or 300 children is in a position to supply an admirable training to its pupil-teachers. It is, in fact, in this respect a preparatory training school of a very high order and supplies a variety and fulness of teaching experience which is rarely attainable where there is but one or even two pupil-teachers. The effects of such training will be apparent in the point and vigour of the teaching throughout the school, and what is of even far higher importance, because of its direct bearing upon our future supply of really efficient schoolmasters and schoolmistresses, it will help to produce a race of pupil-teachers capable of more adequately profiting by the instruction of the training colleges.

It is a general remark that a large proportion of the pupil-teachers yearly presenting themselves for admission to the training colleges are found to be less fully instructed than was formerly the case, and that their progress at college is not a little hindered thereby. However important this may be as respects their other attainments, it is even more important as respects their practical familiarity with the art of teaching.

There is commonly about a pupil-teacher who comes from the atmosphere of a well-officered school, a *thoroughness*, the want of which it is rarely possible that his subsequent college training should effectually supply. His powers of observation and comparison have already been called into healthy and vigorous exercise; he knows what he is about, from the very outset, and the instruction he receives falls upon a well-prepared and fruitful soil. Much of the want of success observable in some young teachers on their leaving college is to be accounted for by the absence of this thorough school training. Importance a thorough professional training of the pupil-teachers during their engagement in their schools.

Further, in a large school, with a large staff of pupil-teachers, a condition of fairly uniform efficiency can generally be maintained. For a school of 250 children in which no assistant teacher is employed, five pupil-teachers would be the minimum provision required by Art. 52 (b), and more would, not improbably, be employed; this would allow for a regular succession of seniors and juniors, the place of those who had completed their engagement being from time to time supplied by others little inferior in age and standing to themselves.

I am sorry to say that I can now produce but few examples of such schools as these; and it is to this in great measure that I attribute the absence of more decided improvement in the attainments of the pupil-teachers in my district. When as a necessary consequence of the measures which followed the introduction of the Revised Code, my district, then comprising the whole of Middlesex, was split up into smaller districts, the boundary lines were so drawn as to withdraw from my charge by far the greatest number of my large schools. Some of the most important I do indeed still retain; Charterhouse, St. Thomas' and St. Mary's; Westminster, St. James'; St. Pancras' N. S.; Pimlico, St. Michael's and St. Gabriel's, and Whitechapel Society's schools, are all of this class, and with one remarkable exception, that of St. Pancras N. S. (the largest of them all), they continue to be valuable nurseries for pupil-teachers. But the many large schools in the distant parishes of Stepney and of Bethnal Green, of Islington and Hampstead and Haggerstone, together with those of Paddington, and St. Giles', of Chelsea, and Kensington and Central Westminster, besides many others, were all included in the new districts then formed. Most of those which remain to me are of such moderate size that I have on the average little more than one pupil-teacher for every day school in my district.

The manner in which the Parliamentary grant was formerly administered was peculiarly calculated to foster the establishment of new schools, and under the parochial system one parish after another was moved to emulate the doings of its neighbours, and wipe out what was felt to be the disgrace of being without schools of its own. As things have turned out, it is to be wished that they could have seen their way to a more combined course of action. We have now a mass of small schools, many of them representing areas so confined that, except in certain of the wealthier parts of London, funds can with difficulty be raised to maintain them in commendable efficiency. It is often in vain to suggest improvements; with all the will in the world, the means are wanting; and it is therefore with a tempered regret that one finds the managers of some of them prepared to consider the propriety of transferring to the school board a charge which is becoming too heavy for themselves to bear. Under the Old Code the parochial system fostered the establishment of separate schools for each parish. Not an unmixed benefit.

The certificated teachers discharge their duties with fair efficiency. There are some unfavourable exceptions, but on the other hand there are many whose qualifications are of a very high order, and whose skill and assiduity leave little or nothing to be desired. As a rule the Certificated teachers of the district.

As a rule the mistress more successful than the masters.

mistresses in this district are more successful than the masters. It may be that the average salaries of mistresses are higher here than elsewhere, and so attract a larger number of highly qualified applicants.

But I incline to the opinion that the average standard of qualification is higher in the case of mistresses than in that of masters, and for the following reasons :—

Some reasons for this.

1st. The field of selection is from various causes wider in the case of female than in that of male pupil-teachers.

2nd. Other and better paid employments are, at the close of their engagements, more generally open to the males than to the females, and for such employments the ablest candidates are naturally the most sought after.

3rd. Taking (say) 19 years as the average age at which the engagements of our pupil-teachers terminate, and their college training begins, the character of the female is at that time of life by far the more formed of the two, and she is consequently better able to benefit by the course of training.

I believe that if there were in London fewer boys' schools, and more mixed schools under mistresses, the children would be better educated.

The salary paid to a second-rate master would usually suffice to secure the services of a first-rate mistress, and of a pupil-teacher as well.

No children of infant school age should be admitted into such schools, and boys who, whether from age or natural disposition, were found to be beyond the teacher's control, should be regarded as fitter subjects for a boys' school, and should no longer be permitted to attend the mixed school.

Minute of 20 February 1867 still restricted in its operation.

The operation of the Minute of 20 February 1867 is still confined to a comparatively small portion of the schools in my district. Condition (b) 1 of Article 54 in the Revised Code is a very frequent hindrance. I fully explained this in my Report for 1868, and I am unfortunately unable materially to qualify what I then stated. I have not a word to say against the principle of this Condition where the population is of an ordinary character ; but certainly in London its

Local reasons for this.

operation is felt to be exceptionally severe. Large numbers of the labouring classes live in a state of what may be termed "chronic migration." They simply follow their work. During the spring and summer they may, for example, be at work under an extensive contract in Pimlico, the rest of the year in Camden Town or some other distant quarter, and their children may have attended school with fair regularity, first in the one parish and then in the other. But they have not been long enough in either school to be entitled to earn for it the *ordinary grant* under Art. 40 (b) 1, while on the other hand by helping to raise the average attendance they increase the pressure of Condition (b) 1. (Art. 54),* and so make it more difficult for either school to earn the *special grant* under this last-named Article.

It may not be easy to remove this hardship, but its existence is a real disadvantage to the schools of my district.

Needlework of pupil-teachers.

The plan which I introduced in 1858 of calling on the female pupil-teachers to perform exercises in needlework on the days of the Collective Examinations continues to yield very satisfactory results. The work occupies about an hour, and comprises stitching, button-holes, sewing, gathering, and hemming. It is executed in my presence and

* Condition (b) 1 (Art. 54) has, happily, no place in the New Code passed since this was written.

is at once submitted to the judgment of a practical sempstress. I have occasionally enlisted the services of amateurs for this purpose, but I find a sempstress preferable.

In view of impending changes, any remarks upon the religious instruction would have no direct bearing on my future work. Of its value as a fundamental subject of instruction I entertain no manner of doubt, and it would not be difficult to show that its presence hitherto in your Lordships' system has been attended by advantages of incalculable importance. Religious instruction.

But if the change can be made the occasion of establishing a general and efficient system of independent religious inspection on the part of the Church itself, there is surely little reason to suppose that the interests of religion will suffer injury.

That, I apprehend, is the real problem which now lies before the Church, and upon its successful solution issues, whose importance can scarcely be exaggerated, undoubtedly depend.

Might not a considerable portion of the funds of "The National "Society for promoting the Education of the poor in the principles of "the Established Church," be usefully devoted to such a purpose as this, and the Society itself, subject to such regulations as might appear necessary, be made the centre of operations?

I have the honour to be, &c.

JAMES G. C. FUSSELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. NEVILL GREAM, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* ESSEX.

MY LORDS,

I HAVE the honour to present my report of the schools in the county of Essex.

Progress of education.

I repeat with pleasure the first remark in my report for 1868,—"the "general state of education in my district satisfactorily progresses."

Great increase of schools.

Since my appointment in 1865 to this district 54 annual grant schools have been added to my list, so that in less than six years there has been an increase of more than 50 per cent. in those schools. What more need I say to demonstrate the progress? Yet I would contrast some of the principal statistics for 1868 and 1870, and I regret that a change in the area of my 1866 district deprives me of the gratification of contrasting that year's also.

Comparison of statistics for 1868 and 1870.

—	1868.	1870.
Annual grant schools inspected - -	132	143
Simple inspection schools inspected - -	56	15
Children present at examination - -	17,665	19,966
Children examined - - - -	8,795	11,139
Government grant - - - -	6,215*l.* 17*s.* 2*d.*	7,479*l.* 10*s.* 3*d.*
Income of the above schools as far as returns have come in.	sufficient 17,479*l.* 15*s.* 5*d.*	20,157*l.* 14*s.* 9*d.*
Expenditure do. do. - -	17,911*l.* 19*s.* 4*d.*	20,225*l.* 4*s.* 3*d.*
Certificated teachers - - - -	162	194
Pupil-teachers - - - -	83	119
Assistant teachers - - - -	17	19
Night Schools:—		
Evening scholars - - -	605	925
Government grant - - -	212*l.* 9*s.* 1*d.*	313*l.* 14*s.* 8*d.*

Rates of children examined to those present at examination.

One comment only I make to these unanswerable statistics. The great increase in the number of the children present at examination in 1870 shows the apparent increase of education. The numerical ratio of the children examined to those present shows the real increase. In 1868 this ratio was less than $\frac{9}{18}$, that is, less than half; in 1870 it is greater than $\frac{11}{20}$; therefore the ratio for 1870 exceeds that for 1868 by more than $\frac{1}{20}$ or 5 per cent. I may well ask, what more as to progress shall I say?

School teachers for the 54 added annual grant schools how obtained.

Of the 54 added grant schools six sent their existing teachers to sit for certificates, who were successful. Five have engaged provisionally certificated teachers, and the remaining schools have taken regularly trained teachers from the normal colleges.

Working of the Revised Code.

The working of the Revised Code suggests no special remark (except as to pupil-teachers). The working is very satisfactory in all country schools. The standards are hardly advanced enough for town schools. Every year schools are improving under it, and the extra grant of February 20, 1867 is almost universally and very diligently sought.

Pupil-teachers.

In my report for 1868 I said,—"I regret that this institution is de- "clining in Essex; the new minute has not checked its decline;" and I stated the reasons given to me for such decline. With more than ordinary satisfaction, therefore, have I laid before your Lordships the preceding statistics. These show that the tide has turned, and that the panic or misapprehension which threatened almost the existence of this valuable institution has almost vanished.

The numerical ratio of the increase of pupil-teachers during the years 1869 and 1870 is $\frac{36}{83}$, or more than $\frac{3}{7}$. I have also instances of persons in competent circumstances apprenticing, free of cost to the school, their children as pupil-teachers, esteeming such vocation to be a great benefit to them. These instances open a new and somewhat very important view of this institution and its ultimate foundation. But it would at present be premature to further consider such a subject.

Many schools are unable to afford to *pay* although greatly in want of a pupil-teacher.

Attainments of pupil-teachers.

As the *number* of pupil-teachers has decreased, so have their *attainments*. Ten years ago in Lancashire some schools I visited had such an adequate supply of pupil-teachers that the master was able occasionally to withdraw one for a time from his set duties and make him give a difficult lesson before him. And then he would so criticise his teaching that by the time the lad was in his fifth year of apprenticeship he could teach to perfection.

I regret to say that this is hardly ever met with now. The duties of pupil-teachers are so onerous, owing to their inadequate number, that they can do little more than instruct the class or classes entrusted to them, and self-improvement of the kind I have named is almost out of the question.

Rate schools.

Rate schools are unpopular in the country; apparently few country places require them. The Education Act has already done great good.

Immediate effect of the Education Act.

It has stirred up the managers of schools to repair and set their schools in order, so that such schools may satisfy the standard condition. It has stirred up the supporters of my schools to great exertions, and to the contribution of most liberal funds to assist needy schools to the fulfilment of such conditions.

Instruction.

With regard to the required subjects—

1. Religious knowledge,
2. Reading,
3. Writing,
4. Arithmetic.

Religious knowledge.

Stanway, Colchester, Birch, Miseley Norman, Maldon, Little Baddow, Walthamstow (Chapel End, Walthamstow), Victoria Dock, Shoebury-ness, Romford, and West Ham are schools deserving under this head special mention. Their teachers are excellent; not satisfied that their schools shall pass examinations, but ever striving to exalt such schools to the highest possible perfection. One of the largest of these (a boys' school) contains, I am told, a kind of guild instituted by the boys themselves to urge each other to renounce evil and to do good and conform to certain rules. Such an union of the young for such purposes is new to me, and shows how great is the influence of a good and conscientious teacher.

Proselytism.

There is not, as far as I am aware, any proselytism in my schools, nor any suspicions entertained by nonconformists of such proselytism. Two British schools supported by nonconformists have within the past year been by them united to church schools, and such nonconformists have at the same time handed over their subscriptions for the support of these united schools.

There are also two instances of endowed dissenting schools having engaged teachers who are members of the church and communicants. This tends to show that in some places the religious difficulty is treated as it ought to be, as a sentiment and not a fact.

Catechism.

In my report for 1868 I urged the more perfect teaching of the Catechism. I rejoice to say that my advice has been faithfully accepted.

The Catechism and the ordinary services of the church are better taught. Children, however, still know very little about the special offices of the church. Surely it would profit them greatly in after life to have been in their youth well instructed in the Communion service, in the Office for the Rite of Confirmation, the Visitation of the Sick, &c. A knowledge of these would be useful to them in all the various situations they might hereafter occupy in the world.

Scripture teaching.

A plan for teaching the Scriptures has been adopted in some schools at my suggestion and has answered well.

The children learn by heart a list of the "heads" of Scripture, that is, the various events as they come in succession. Thus, "the Creation," "the Fall," "the Murder of Abel," "the Long ages," "the Translation of Enoch," "the Flood," &c. Such events are soon acquired, and then during the repetition of them the children are checked at any one of such "heads," and asked for an explanation of it. The historical events of the Bible are thus acquired with ease and accuracy.

Creeds and Catechisms.

The exclusion of formularies, creeds, and catechisms from rate-supported schools does not alarm me. The clergy, faithful to their posts, will then increase distinctive religious teaching in their Sunday schools, and I am of opinion that the exclusion which to many appears an overwhelming evil will result in good.

The examination in religious knowledge which, after the 31st of March, will cease to be a part of my duties, will devolve, in Essex, upon a diocesan inspector, who will I believe bring a small capitation grant for results in that knowledge.

Reading.

Reading still continues below the mark. Only in a few schools children read with ease and enjoyment, and in fewer still is poetry read with proper emphasis. Still some schools have mastered this difficulty, and I have been surprised to hear even very small children in such schools read fluently with proper emphasis and accent. Infant-school teachers can greatly assist reading. When a child reads well in an infant school such reading is seldom afterwards lost. *Loud* reading is advisable in beginners. In good infant schools reading is generally so taught. The child who begins is persuaded almost to hollow, and then, its reading being eulogized, by degrees the rest follow its example, and thus loud reading becomes the habit of the whole class.

Mode of teaching reading.

A successful plan for teaching reading has been adopted in several schools, I suggested it in a former report and being successful I now repeat it; the highest class in the school is broken up for the nonce and made into monitors, then a lower class is broken up into small classes of twos and threes, and each such little class has one of such monitors. Thus a child's turn to read comes round so quickly that there is no time for weariness or inattention; it is astonishing what progress is made in reading by this simple process.

Writing.

I have some schools in which writing is taught with great success, such as Birch, Colchester, Roxwell, Romford, Stratford infant school, St. John's, and Walthamstow. Writing dictation on paper as required under the Revised Code has done much for the improvement of writing; writing is of great importance. From schools where writing is well taught children are taken to fill the offices of clerks in banks and in railway stations.

A means for the encouragement of good writing.

I have seen in one school a copy book kept by the master in which the boys when they could write sufficiently well, were allowed to write a page; this induced the boys to take pains and try to improve so as to be eligible for this honour. This book was not confined to boys of the first class only, but in any of the classes if a boy wrote well he was allowed this privilege, then his name, age, and class were written at the

bottom of his copy and the book was kept in the school to show to the inspector and any visitors.

Teachers and managers of schools should bear in mind that if they desire to see good writing they must supply their scholars with good writing materials, good desks, good pens, good ink, and good paper are as necessary for good writing as daily food is for the sustenance of life; I have seen great failures in writing caused by the want of any one of such necessaries.

Drawing. I would urge also upon teachers to promote drawing where practicable; drawing greatly assists writing. I very seldom find a boy writes badly who is a good draughtsman; drawing is usually a favourite lesson; it might be taught more frequently with success.

Writing addresses. I should like to see the French system of writing addresses for letters introduced into schools, it would save the post office great trouble and in after life the loss of many letters and much disappointment. The hardest work of the servants of the post office is that of making out badly addressed letters and finding the places of their destination; if the leaf of a copy book is divided by lines into six compartments each of such divisions would make the back of a letter to be addressed by the children.

Letter addresses. The addresses should be taken from the British postal guide, thereby giving to such children a habit by which in subsequent years great aid would be afforded to the post office, an aid little, I fear, thought of by the upper classes; and by a judicious selection of addresses, the interest thereby excited and the explanations required, much knowledge of the geography of the United Kingdom might be obtained.

Arithmetic. In few schools is arithmetic properly taught, Colchester Blue Coat school is the best, for in this school the sums are not only worked but are also set down in such good order; Romford, Mistley, and Walthamstow come next.

Arithmetic would be more interesting to children if teachers sometimes diverged from the mere figures of a sum, and put it in a form embracing subjects interesting to them; I have often known a boy write down a seven with a three below it for subtraction, and then after half an hour's apparent thought do it wrong, yet when I have said to him "suppose "you have seven marbles or seven nuts and some boys take three of them "away how many will you have left," he has at once answered "four."

There is a decided improvement in notation, in most schools where it is well taught children will set down any sum without the least difficulty.

Uncertificated teachers. Although so many schools in Essex have obtained certificated teachers there are still in my district several good teachers who are uncertificated, and who are of an age which seems to preclude the possibility of their mustering courage to sit for certificates. I hope that their case will be considered in the new code, and that something similar to my suggestion in my report for 1868 will be adopted, viz., that after so many years teaching, and after three inspections with good reports, such teachers should be granted a second grade certificate enabling them to obtain an annual grant for their schools.

Irregular attendance. Irregular attendance is still quoted in some schools, never in the best, as an excuse for inefficiency; where there is a good school room, a proficient teacher, and the children well and cheerfully taught, there is little complaint with respect to non-attendance.

Compulsory education. Previous to my report for 1866 my attention had been called to the question of the compulsory education of agricultural children, a question of great difficulty, the result of the difference between their condition and the condition of other children; the labour of agricultural children is an important element in the production of the people's food; such

children when working are being educated to pursue that employment by which alone when come to man's estate they can earn their living; their employment is healthy and apparently affording pecuniary aid to their parents, and in Essex there is not any (as far as I have heard) misemployment in respect of tenderness of years, or hours of labour. In my report for 1866, I had the honour of bringing this subject—"compulsory education"—before your Lordships, and although I stated it to be "in importance and extent of area for discussion, far too wide a subject for an inspector's report," yet with this truth before me the subject occupied one sixth of my report. As the attention of the nation in 1868 was taken up with matters of deeper interest, I did not, except by a mere reference, mention the subject. The compulsory education of agricultural children has again become matter of serious discussion in my district, and but for its length I should desire here to repeat what I wrote in 1866 on this subject; I ask your Lordships' permission to refer to that report and that this reference may be treated as a repetition.

In that report I spoke of the "work and education" which "go on together" under the Factory Act. I then added,—

"It is impossible to overrate the good which this education principle has done among the factory operatives (I speak as once a Lancashire inspector), and there would seem no insurmountable obstacle to the application of this education principle (work and education) to agricultural districts, modified so as to concede to employers a just proportion of boy labour, to poor parents the wages of such boy labour, and to each boy that education, which it is alike the duty and the interest of the Government to secure, so that each boy when he comes to man's estate may possess such knowledge as may qualify him to "run with patience the race that is set before him." I say *interest*, for when by the pressure of any heavy calamity the very foundation of society would appear on trial, no element tends more to strengthen such foundation, than the knowledge imparted in younger years by education, enabling the sufferers to ascribe such calamity to its true cause, rather than to the Government or their fellow men.

Labourers in the field of education.

I am happy to say that I have in my district many excellent men who are doing very much to advance the work of education; the venerable Archdeacon Ady is one who spares no trouble in organising and attending all educational meetings, besides having an excellent school of his own conducted under difficult circumstances.

The Rev. Henry Boyd, of Silvertown, of whose schools I have made mention in a former report, still continues with untiring zeal to promote the building and establishing of schools in his district; he has already established two large sets of schools (boys', girls' and infants') at Victoria Dock, and Silvertown, and he is just completing his third set at North Woolwich district, which before he commenced his labours were famous only as sinks of iniquity. At Barkingside and Aldborough Hatch, two of the worst districts in Essex, where theft and murder were at one time the order of the day, the labours of the Rev. J. M. Procter in the work of education are making a visible impression on the rising generation.

Much has also been done for Romford and its neighbourhood by the Rev. E. Fox and his lay supporters, whose schools, seven in number, are doing their work most effectually in the several districts in which they are placed.

I have the honour to be, &c.

NEVILL GREAM.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. W. W. HOWARD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* EAST *and* NORTH DEVON.

MY LORDS,

I HAVE the honour to submit to your Lordships my general report on the schools inspected by me in East and North Devon in the two years ending August 31st 1870.

Schools inspected in 1869.

In the year ending August 31st 1869, I inspected 168 departments, of which 151 were day schools under certified teachers, 12 were day schools under uncertified teachers, and 5 were evening schools. I also revised the papers of 17 schools which had been examined by the managers according to the provisions of the Revised Code.

Schools inspected in 1870.

In the year ending August 31st 1870, I inspected 206 departments, of which 185 were day schools under certified teachers, 14 were day schools under uncertified teachers, and 7 were evening schools. I also revised the papers of 31 evening schools, which had been examined by the managers.

Numbers in 1870.

The numbers present at examination in the latter year were 13562, made up of 12383 in annual grant day schools, 618 in simple inspection day schools, and 561 in evening schools.

Passes in annual grant schools.

The number of the children presented in Standards in the annual grant day schools was 8979; and of these 94 per cent. passed in reading, 95 per cent. passed in writing and spelling, and 84 per cent. passed in arithmetic.

Passes in evening schools.

Of the 561 presented in the evening schools, 95 per cent. passed in reading, 93 per cent. passed in writing and spelling, and 92 per cent. passed in arithmetic.

Passes in simple inspection schools.

In the simple inspection schools 414 children were tested in the subjects of the Standards; and 80 per cent. passed in reading, 81 per cent. passed in writing and spelling, and 35 per cent. passed in arithmetic.

Comparison of annual grant day and evening schools.

A comparison of the results in annual grant day schools and in evening schools appears to tell to the advantage of the evening scholars; and it is possible that most of them have learnt the value of time, and so do not waste the little which they are able to spare for school work; but in making this comparison it should be borne in mind, that evening scholars may be, and not uncommonly are, presented in the same standard in successive years, and that they may be presented also in a standard in which they have already passed in a day school.

Comparison of annual grant and simple inspection schools.

The simple inspection schools which I visited are few in number; but I believe them to be favourable specimens of those schools in the district that are under teachers not holding a certificate. That they are so, I gather from the diocesan inspectors, who see most schools in their own rural deaneries. The children were examined under no disadvantageous circumstances; in only one case have they been tested in subjects beyond the requirements of Standard IV., although many of them from their age ought to have been able to do the work of the 5th or the 6th Standard; in all cases they have been tested by what their teachers considered they ought to be able to do; and yet in reading and writing these schools are much below the ordinary annual grant schools. Arithmetic is the one subject of the Standards which requires a certain amount of thought, and which especially tests the power of a teacher to impart knowledge, and here, as I should have expected, the inferiority of the untrained teacher is especially shown. The religious knowledge too of these schools is inferior to that of the annual grant schools; there is a narrower and

more meagre acquaintance with Scripture, a more inaccurate knowledge of the words of the Church Catechism, and still less knowledge of its meaning.

Grant under Art. 54.

In 1869, 35 schools, and in 1870, 51 schools obtained the additional grant (under Art. 54, Revised Code) for teaching a subject beyond the requirements of the Standards. I do not find that the time given to this extra subject has told unfavourably on the passes in reading, writing, and arithmetic; but I do find an increased life and intelligence among the children who have been employed upon it.

The schools which have always stood highest on my list in other subjects, are those in which the teaching of grammar, geography, and history, has never been discontinued, even at the time when there was a financial panic among managers and teachers immediately after the introduction of the Revised Code. In some schools the additional subject chosen has been the "writing of a common letter," or some other composition of a simple character.

Composition and grammar ought to be taught in all schools.

It appears to be questionable, whether grammar and composition ought to be subjects for a special grant, or whether they ought not, on the contrary, to be compulsory in every school receiving annual grants. Education, as such, is a mere nullity without a knowledge of the laws of speech and some practice in the application of those laws.

Reasons for the above.

Every inspector must have abundant evidence of the need of more thorough knowledge of grammar and more practice in composition, in the answers of pupil-teachers and students in training colleges which come to him for revision.

So long as they are reproducing something which they have learnt from a book, their language is fairly grammatical; but when they attempt a piece of original composition, it is marvellous how they flounder about among the unfortunate parts of speech. Nominatives come without verbs, and verbs without nominatives; singular nouns are joined with plural verbs, and plural nouns with singular verbs; past participles are used as past tenses, and past tenses as past participles. Such violations of grammar, as "the children reads;" "he go to school;" "we writes on the blackboard;" "the teacher done it;" "it were broke;" are of constant occurrence.

United group.

I have again to report favourably of the working of the Torquay United group of schools under a superintending teacher. The Cockington school has been withdrawn from the group; but the children in the remaining schools have met each year, as heretofore, at Kingkerswell, and have been examined in a body with credit to themselves and their teachers.

Passes in 1869.

In 1869 the average attendance in the group was 145, 99 children were presented in Standards, 99 passed in reading, 95 in writing and spelling, and 80 in arithmetic.

Passes in 1870.

In 1870 the average attendance was 140, 99 were presented in Standards, 95 passed in reading, 89 in writing and spelling, and 82 in arithmetic. The lower average, as well as the greater number of failures, was probably due to the prevalence of scarlet fever in the neighbourhood for some weeks before the examination.

Success of group.

Financially the working of the scheme has been a success. The promoters of it are enabled to pay a superintending certified teacher of ability, by means of the Government grant, and some other sources of income, which are available to them. In an educational point of view it is more than a success. Children, who were in a state of ignorance bordering upon barbarism, when first brought under the influence of the scheme, are now on the whole as well taught in the subjects of the Standards, as those who are altogether under the charge of a certified

teacher; while they give evidence in general of a creditable amount of instruction in religious knowledge.

Such being the case, I should be very sorry to see the working of the scheme come to an end; but I fear that there are elements of dissolution at work. The promoters of the group are not identical with the promoters of the several schools in the group. Some of these latter appear to look upon the Government grant as the earnings of the children only, and, therefore, as properly belonging to the funds of the several schools; and to be unwilling that it should all go into the pocket of the superintending teacher, forgetting, that without him there could have been no grant whatever, and unmindful of the great benefit which their schools have derived from his superintendence. Doubts about continuance.

I have again much pleasure in being able to testify, as heretofore, to the general high character of the teachers in the district, and of the earnest and conscientious way in which they perform the arduous duties of their several posts. There are, however, a few who are idle, and a few who are incompetent, and whose schools give an inspector more wear and trouble in a few hours than a whole week's work of long days will in schools that are well and carefully taught. I regret to say, that two teachers have, by bad conduct, forfeited the high character which they formerly possessed. Certified teachers.

For the last two years there has been but little addition to the schools in the district. The Education Act, looming in the future, produced a lull in the operations of school managers and school promoters; but since the passing of the Act there has been a perfect storm of letters from managers of schools now in operation, and from others, who are stirred up to think about schools by a sense of danger to their pocket. It is somewhat amusing to note the great interest taken in education by some who have hitherto been painfully unconscious of their duties to the children of the working class. Temporary stagnation.

The number of pupil-teachers in the district has increased from 114 in 1869 to 132 in 1870. This increase is partly due to the fact that the schools in the Totnes census district have been transferred from Mr. Arnold's list to mine. Pupil-teachers.

Managers of schools still experience a difficulty in obtaining boy pupil-teachers. Girls are more easily attainable, and are generally superior to the boys in social position and mental attainments. The managers themselves have probably to answer for a part of this dearth. Under the operation of the Revised Code the pay of a pupil-teacher was reduced below a point where the post became attractive. This, coupled with uncertainty as to the future financial position of the school teacher, made parents chary of placing their children in a profession which seemed so unsatisfactory. A return to the payments of the Old Code, and the increased demand for teachers under the new Education Act, appear likely to produce a sufficient supply of pupil-teachers of both sexes. Dearth of pupil-teachers and its cause.

The conduct of the pupil-teachers generally has been good; but I much regret to report that there have been several exceptions of a more serious character than I have known for several years. Conduct of pupil-teachers.

Their answering at the yearly collective examinations has been on the whole satisfactory; and here the girls have surpassed the boys in knowledge of the subject-matter of the examination, as well as in power of writing correctly and in general evidence of care and application to their work. Proficiency of pupil-teachers.

I have for some time thought that the amount of Euclid required in each year from the boy pupil-teachers might be increased with advantage. At present it is so small that if the time given to its preparation be distributed over the whole year the propositions are learnt at distant Suggestion about Euclid.

intervals, and each one becomes to a boy's mind an independent process of reasoning, not connected with those gone before; and thus he loses the mental exercise involved in following the deduction of new truths from truths already established.

Suggestion about repetition.

So also with repetition; the amount prescribed for each year is much too small to represent the time which ought to be given to the cultivation of the faculty of memory. There is no reason why boys and girls from 14 to 18 years old should not be able in a year to learn as much as 200 or 300 lines of poetry. I find that those who acquit themselves best in this exercise have not uncommonly done so, and are able to repeat it better than those who have only learnt the smaller quantity. I believe that it is not an uncommon thing for pupil-teachers to leave the preparation of their Euclid till the last few weeks, and the preparation of their repetition till the last few days before the yearly examination.

Suggestion about grammar.

In the subject of grammar, too, I think that some alterations are required. A knowledge of the construction of a sentence as a whole is essential to a clear perception of the relations of its parts to one another; I would therefore recommend that all pupil-teachers should be required to show a knowledge of analysis of sentences, progressive according to their year of apprenticeship. Much time at present given to learning facts about single parts of speech appears to be thrown away. I would further recommend that in each year the pupil-teachers should be required to prepare some definite piece of prose or poetry, so as to be able to give an account of its subject-matter, and analyse and parse it according to their several years; and that in the third, fourth, and fifth years they should be required to paraphrase and give the meaning and derivation of the words therein. I have for some years adopted something of the kind in my own district, and have found it tell upon the knowledge of grammar. The students in training colleges have a definite subject set for preparation in each year. The pupil-teachers have definite portions of geography and history assigned in each year. There does not appear to be a sufficient reason why a definite subject should not be assigned in each year in grammar also.

Further suggestion about grammar.

Religious instruction.

This is the last time that it will be my duty to report on the religious instruction of pupil-teachers and of schools. When I was appointed to the charge of a district I prepared a scheme by which all pupil-teachers should during their apprenticeship be examined in the New Testament, in the four Gospels, the Acts of the Apostles, and three of the more important Epistles; in the chief part of the historical books of the Old Testament; in the text of the Church Catechism, its meaning and its relation to Holy Scripture; and in the teaching of the Church of England as found in the Book of Common Prayer. Those whose object has been merely to pass the yearly examination have contented themselves with getting up abridgments of Scripture and other short cuts to knowledge. They have been able to retail enough of these to escape failure; they have taxed their memories without much benefit to their minds, but they have had their reward. There are others whose aim has been higher, who have given time and thought to the originals, and whose papers it has often been a pleasure to revise. They have passed from my hands to training colleges and elsewhere with a sound knowledge of a large portion of Scripture, as well as of the general religious teaching of the Church of England; and I trust that they, too, have their reward. It has heretofore been a great treat to me to hear some of our more thoughtful and earnest teachers work out with an intelligent class the meaning of one of Our Lord's parables, or the lessons to be learnt from some portion of the Old Testament; as it has also been personally to examine in religious knowledge children taught by such teachers. But

I have long felt that the relations of the State to education ought to preclude denominational inspection; and I shall be the more content to forego this part of my work, because I know that what is called religious instruction is in so many schools dry and hard and lifeless, too often given without due reverence, and having little influence on the children who receive it. I believe that religious education is the highest of all education, and that mere secular education is of little worth without it; and, so believing, I trust that the clergy of all denominations will come to recognise the lambs of their flocks as their first care, and no longer be content to delegate their proper mission to others who have another mission of their own.

I have the honour to be, &c.

W. W. HOWARD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. R. L. KOE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* SUSSEX.

MY LORDS,

I HAVE the honour to present to your Lordships a report of the schools I have inspected in the county of Sussex, to which my work is now confined, during the year ending 31st August 1870.

Work done.

The number of schools visited in reference to annual grants (*i.e.*, institutions held in separate buildings and separately managed) is 143.

The number of school-rooms in which separate teachers were employed is—

Boys	38
Girls	33
Infants	24
Mixed	98
	193

There were present at examination—

Boys	9,697
Girls	8,781
	18,478

In average attendance—

Boys	8,467
Girls	7,144
	15,611

The number for whom accommodation is provided at eight square feet of superficial area per child is 25,286.

The staff of teachers employed is—

Certificated teachers	194
Pupil do.	147
Assistant do.	10
	351

The number of children on the school registers amounted to 22,880, and of this number 8,162 children, or about 36 per cent., were under six years of age.

The number presented for examination and fulfilling Arts. 40–47, was—

Boys, or mixed, under a master	6,521
Girls, „ „ a mistress	3,764
Infants	399
Total	10,684

The number of passes in reading was 9,702; in writing, 9,657; in arithmetic, 8,739.

The number of pupil-teachers employed in 48 schools in the county was 147, and of this number two-thirds are females. The general complaint on the part of school managers is that they are unable to find lads willing to offer themselves as candidates for the office of pupil-teacher, whereas, I believe the fact to be, that managers do not offer sufficient inducement in the way of salary to induce promising lads to come forward. It has been frequently stated to me by those who have completed their apprenticeship that they are unable to meet the small expenses necessarily incurred by a two years' residence in a training college. For this and other reasons I have made a point of urging upon school managers the great advantage of securing the services of candidates whose parents occupy a respectable position in life. Pupil-teachers.

Considering the very low age of a large proportion of children on the registers—in my district 36 per cent. being under six years of age—I think, that as a rule, due provision is not made for children of such tender years. There are but 24 infant schools on my list in a position to claim an annual grant. Of these five are in Brighton, viz., St. John's, All Souls', St. Paul's, Warwick Street, and Rose Hill Practising school; three at Hastings and St. Leonards; and the rest scattered singly throughout the county. In a well-organised infant school children of six years of age pass easily in Standard I., and the younger ones are proportionately advanced. One of the difficulties teachers have to contend with is the admission of children from 9 to 11 years of age who have never been at school. Such children are necessarily placed in Standard I., and most of them leave before they reach Standard III. In each group of town schools an infant department is, in my opinion, a sine quâ non. Infant schools

During the past year five schools only have availed themselves of annual grants under your Lordships' minutes, viz., Slaugham, Conseley Wood (a district school in the parish of Wadhurst), Sedlescomb, Hollington, and Dial Port. The last is an outlying school in the parish of West Grinstead, erected by Sir Percy Burrell. New cases.

My work still lies principally in the eastern division of the county, which, educationally considered, is far in advance of the western division, as far as I have had any means of judging. I will give a summary of my work in three districts or unions in the western division, viz., Midhurst, Westhampnett, and Chichester. According to the Return of parishes, Midhurst Union comprises 26 parishes, and the National schools receiving an annual grant are Lodsworth, Tillington, and Rogate. Eleven parishes whose population varies from 400 to 1,300, have no annual grant for their National schools. Westhampnett comprises 38 parishes, and of these but two, viz., Boxgrove and Selsey, claim an annual grant; of the remaining 36 parishes in the Union, 16 have populations varying from 400 to 900. In Chichester Union, the only annual grant schools are, in the city, Chichester central boys' and girls' and St. Pancras infant school; in the rural district, Bury, Fittleworth, and Heyshott. I might also call attention to Worthing Union, comprising 27 parishes, of which three, viz., Arundel, Angmering, and Worthing, employ certificated teachers. In this Union, however, it should be stated that 10 parishes have each a population less than 200. Comparison between the eastern and western divisions.

During the year I was able to visit 26 schools not in receipt of an annual grant. Of these four only were in a fairly efficient condition. Simple inspection cases.

In reading, the passes reached 90 per cent., but in many cases the exercise was far too mechanical; little acquaintance with the subject matter of the lesson, and the intelligence of the children not sufficiently cultivated. Reading.

So with arithmetic, in which subject the children showed but little skill or adroitness in working a sum which required any Arithmetic.

adjustment of details, and was not what they call a straightforward sum.

Writing. The writing is taught under great disadvantages in the lower classes of many schools from the want of sufficient desks. For my own part I should be glad to be authorised to insist on a minimum amount of desk accommodation in proportion to the numbers in average attendance.

Extra subjects. Much benefit has been derived from the Minute of 20th of February 1867, allowing a grant for an extra subject. In nine cases out of 10 geography is the subject selected, but in the best schools English history and grammar are not neglected.

Night schools. A slight increase has taken place in the number of night scholars presented for examination. In 1868 the number was 542, and in the past year 638.

I have the honour to be, &c.
R. L. Koe.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. J. LOMAX, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* CHESHIRE, STAFFORDSHIRE, *and* LANCASHIRE.

MY LORDS,

I HAVE the honour to present my report upon the schools inspected by me during the year ending 31st August 1870.

District.

The district assigned to me comprises the census divisions of Congleton (457), Stockport (452), Macclesfield (453), and Altrincham (454), in Cheshire; Newcastle (369), Wolstanton (370), and Leek (372), in Staffordshire; and Barton (470) in Lancashire.

Number of schools inspected.

The number of schools I have inspected during the year is 146. Of these 131 are in receipt of annual grants, and the remaining 15 are simple inspection cases.

SIMPLE INSPECTION SCHOOLS.

Simple inspection schools.

These are schools in charge of uncertificated teachers, which either invite inspection or have made themselves liable to it by the acceptance of public money in aid of building, enlargement, or improvements. Of two only out of the 15 in my district can I report as reaching to the standard of a fairly efficient elementary school. Of the rest I may say that the organization is more or less imperfect, and the instruction desultory and unmethodical, nor can it fail to be otherwise so long as their teachers prefer "to work out of their own heads" and persistently eschew time tables.

The most unsatisfactory case of this kind on my list is that of a school in which I found 112 children of various ages, ranging from 4 to 14, whose shy awkward manner and vacant unmeaning stare at once indicated an utter absence of cultivation or intelligence. The first class was composed of picked scholars, whose attainments were far below the ordinary level of a 3rd Standard in schools under a certificated teacher. The instruction in the lower classes was in a still more deplorable condition. Discipline and method and organization were conspicuous by their absence, and a very limited acquaintance with the common facts of Scripture and a hard struggle through the Apostles' Creed and the Ten Commandments on the part of one or two children represented the sum total of the religious knowledge of the children. Yet this was the pabulum by way of instruction provided for a population of 3,440, nine-tenths of whom, I suppose, are colliers or iron workers, and the rest small farmers or shopkeepers. "We have no resident gentry, and the pro-" prietor of the soil gives us no help, and we are too poor to engage a " certificated master," was the extenuating plea urged by a manager for the unsatisfactory condition of this school. In a case of this kind, however, the plea of poverty cannot be entertained; for wherever a parish is large enough to have a public school, I believe it is cheaper to have a certificated teacher, who in virtue of the grant which he might earn for the school, would enable the managers to cover the additional outlay incurred for his services.* It is true that in the general summary of statis-

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* I would cite a case in proof of this statement. In January 1869 a national school was opened at Stleyd in Staffordshire, in the midst of a poor but populous district. I first inspected it in June 1869. The amount of Government grant was 32*l.* 15*s.*; school pence, 50*l.* 2*s.* 6*d.*; total, 82*l.* 17*s.* 6*d.* The school expenditure for the five months was 83*l.* 8*s.* 4*d.* For the year 1869–70 the income from school pence

tics in your Lordships' report for 1868–69 the average expenditure per scholar in simple inspection schools throughout Great Britain is but ¾*d.* in excess of the income, whilst the expenditure in annual grant schools exceeds the income by 1¼*d.*, and this calculation would seem to point to the very opposite conclusion to that at which I have arrived. But putting aside the consideration of amount of endowment and size of schools, which materially affects this calculation, I still maintain that my conclusion is correct, and the more so if the question be decided upon its merits. For in the one case you get a return which, whatever it may be worth in other respects, is all but valueless in its educational results; whereas in the other you secure a system of elementary instruction more or less proportionate in value to the amount expended upon it and the expectations you had formed of it. And this I conceive is the truest economy. Money ill spent is wasted, and upon a review of my simple inspection schools the conviction forces itself upon me, that if we are to have a system of primary instruction at once efficient and economical, it can only be secured through the agency of well-trained teachers.

Annual grant schools.

Annual Grant Schools.

Number of departments.

Night schools.

I pass on to speak of my annual grant schools. They are 131 in number, containing 209 departments under separate teachers, which are thus distributed: 50 boys', 33 girls', 38 infants', and 88 mixed. To these must also be added 52 night schools, many of which I have been able to examine myself. In our large towns I believe the night schools are doing good service, both by enabling young people whose early instruction has been neglected to remedy the deficiency, and by affording to a few, more ambitious than their fellows, the opportunity of supplementing what they had already picked up in the day school, and so to qualify themselves for clerkships or other callings in which their attainments may be turned to account. This, at least, is the impression I have formed from witnessing their readiness to be examined, and the interest they manifest in the results of their work when the examination is over.

Then there is another class of night schools, consisting of young people who have been canvassed and gathered together ostensibly for instruction, but really that they may be brought under the more direct influence of the clergyman of the parish, or to eke out the stipend of the teacher by means of the grant which will accrue from their examination. That a desire for instruction on the part of the scholars is not the fostering element in these schools is proved by the fluctuating and gradually decreasing attendance, which by the end of the school season has generally dwindled down to one-half or one-third of its original numbers. The instruction is of the most rudimentary kind, and the results of the examination are generally meagre and disappointing.

Night schools summary.

	Males.	Females.
The numbers present at examination were - -	520	142
„ „ in average attendance - - -	1,014	380

amounted to 128*l.* 15*s.* 3*d.*; Government grant, 113*l.* 8*s.* 10*d.*; total, 242*l.* 4*s.* 1*d.* The actual expenditure for the year was 236*l.* 1*s.*, and during this time the school was carried on without help from subscriptions or school sermons. Such is the result of careful management and efficient teaching.

Number presented for Examination and fulfilling Art. 40–47.			Passes on Examination.						Amount granted under Revised Code.
Male.	Female.	Total.	Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Articles of Revised Code.	Passes for Payment.	
1,086	373	1,459	1,329	1,098	1,208	3,635	89	3,546	£ s. d. 480 7 10

The number of children on the school registers are,— Ages of children.

TABLE I.

Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
2,252	2,874	3,227	3,086	3,140	3,055	2,911	2,685	1,877	1,354	512	209

Children on school registers who have been in the school,— Duration of stay in school.

TABLE II.

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
10,967	6,801	3,867	2,370	1,443	1,591

Number presented for examination in day schools and fulfilling Art. 40–47 :— Number presented for examination in day schools.

TABLE III.

Boys, or Mixed, under a Master.	Girls, or Mixed, under a Mistress.	Infants.	Total.
7,684	3,573	994	12,191.

Number who passed in— Passes on examination in day schools.

TABLE IV.

Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Articles of Revised Code.	Passes for Payment.
10,209	10,111	9,585	29,905	453	29,452.

On comparing the foregoing tables, the causes of failure in examination are not difficult to define, and I am of opinion that nothing short of some legal obstacle to prevent parents benefiting themselves at the expense of their children's education will operate to check irregularity of attendance and the duration of their stay at school. Visits to the homes of the parents by teachers and managers, rewards, absence cards, exclusion from Causes of failure in examination.

school feasts, may serve as temporary expedients, but self-interest on the part of parents, arising from the facilities that exist for the employment of juvenile labour and the high price that is paid for it, is so strong, that it defies every effort of the philanthropist, and carries the child away from the school to work in the field or the factory; and unless, through some legislative enactment, we can give parents a direct interest in the education of their children, by making it the basis of their right to dispose of their children's labour, it is vain to expect any improvement in the regularity of attendance or the quality of instruction. Hitherto the most trifling cause has served as an excuse for keeping a child from school, whilst the most urgent necessity has barely sufficed for taking him away from his work.

Income and Expenditure.

Income and expenditure on annual grant schools.

From three of 131 annual grant schools no sufficient returns of income and expenditure were forwarded by the managers. The following table gives the aggregate annual income and expenditure of 128 schools, with an average attendance of 19,652:—

Income.

From Endowment.	From Voluntary Contributions.	From School Pence.	From Capitation Grants.	From other Sources.	Total.	Average per Scholar in attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
818 8 6	6,878 7 11	9,178 8 5	8,358 0 4	298 8 0	25,531 13 2	1 5 11¾

Expenditure.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average per Scholar in attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
20,129 11 7	1,319 16 1	4,245 19 1	25,695 6 9	1 6 1¾

It will be seen from these tables that the aggregate annual income per scholar is 1*l.* 5*s.* 11¾*d.*, and the expenditure 1*l.* 6*s.* 1¾*d.*, *i.e.*, that the expenditure in excess of income is 2*d.* per head.

Buildings and Equipment.

Accommodation.

In the 131 annual grant schools of which I am speaking, accommodation is provided for 33,500 children at 8 square feet of superficial area per child.

New schools at Wilmslow.

The new schools at Wilmslow, in Cheshire, which have been recently added to my list, I may single out for special commendation, as being admirably adapted for their purpose.

Ventilation.

As regards ventilation, I regret to say that in many schools it is unsatisfactory. To clear a room of its foul air by opening opposite windows is an expedient which seems to find favour with some managers. It is at best but a clumsy expedient, as it is not at all times practicable, and is always more or less prejudicial to the health of the teacher and the children.

Want of proper precaution on the part of teachers in epidemic cases.

Whilst on the subject of ventilation, the efficiency of which is essential to the healthy condition of a school, I would mention another point upon which teachers do not always use that care and precaution which might be expected from them. That diseases are generated in ill-ventilated rooms is a fact which they freely recognise; but that contagion is

as fruitful a source of mischief they seem to ignore. A case recently came under my own observation, in which a child, just recovering from scarlet fever and reeking with infection, was on the day of inspection introduced amongst his schoolfellows merely to satisfy the teacher's greed of grant. Were this a solitary instance it would hardly be worth noticing, but from my own experience I can affirm that it is not, and so long as this culpable practice is persisted in, it is not to be wondered at that scarlet fever is spreading in portions of my district to such an extent that the medical department of the Privy Council have written to the local authorities of a certain registration district under my inspection, to ascertain the causes of its prevalence. It cannot be impressed too strongly both upon managers and teachers, that in introducing a child amongst his schoolfellows whilst his convalescence is incomplete, they are not only running a fearful risk, but are guilty of a great social crime.

Log book and registers.

As a rule, the log books in my district are well kept, and the registers are marked with conscientious and scrupulous care. In one or two instances only have I had reason to suspect their accuracy. It is true there are cases in which an Inspector has to exercise the greatest vigilance, as, *e.g.*, where the managers perform their duties by deputy, and that deputy is the teacher, to whom the entire conduct of the school is left, and whose terms of engagement are that he must make out of it what he can. This is, of all others, the most objectionable mode of carrying on a school, reducing it at once to the condition of an "adventure" school, with its concomitant evils; placing the teacher under suspicion, and exposing him to temptations from which he ought to be absolutely free. With regard to the marking of the registers, it would be well if managers generally would comply with the suggestions given by my colleague, Mr. Renouf, in his general report (1869–70), which I here beg leave to quote :—

"Let the managers from time to time, and without giving previous notice to the teacher, call up a class of children, question them as to their attendances during the current and past week, and verify the class rolls by the answers given to them. A teacher who is accustomed to see his registers treated in this way will be sure to keep them accurate."

Teaching Staff.

The teaching staff in my district comprises 214 certificated teachers 199 pupil-teachers, and 11 assistants. Amongst the certificated teachers, there are many who are an honour to their profession, and do much to influence the moral tone and character of those with whom their lot was cast ; it is not to be expected that they should all be equally efficient as teachers, but where there is failure in the results it is to be ascribed rather to want of personal power or irregularity of attendance on the part of the children, than to a want of will or diligence.

I am often struck with the apparent helplessness of young teachers when first they find themselves in charge of a school ; this arises from the imperfect way in which as pupil-teachers, they have been exercised in organization and class management, a defect which ought to have been remedied during their stay at a normal school. Attaching as I do the highest importance to the advantages which pupil-teachers derive from their training in our normal schools, yet I believe it to be a rule almost without exception that the really efficient and successful teacher is he who has had the good fortune to serve his apprenticeship in a well-disciplined, well-organized, and well-instructed elementary school.

Examination of pupil-teachers.

Number of pupil-teachers.

During the year I have held 11 collective examinations of pupil-teachers. The number of pupil-teachers in my district is 199. If proof were needed of the refining influences of education it might be found in the conduct and bearing of these young people, and their marked

superiority in tone and feeling over the class from whom they are drafted. As a rule their performances in an examination are a reflex of the condition of the school in which they are apprenticed; at Bollington and Kidsgrove, two of the largest and best managed schools in my district,* the pupil-teachers are subjected to examinations at stated intervals, in order to prepare them for the annual examination by the inspector. The direct result cannot be otherwise than satisfactory, but the plan has also this indirect advantage, that whereas it is a standing ground of complaint amongst managers and teachers that they are unable to obtain candidates, in these schools no such difficulty ever presents itself. Parents are quick to discover the value of education when they see it carefully and conscientiously imparted, and wherever these conditions are fulfilled there is seldom a lack of candidates, confidence also is secured and efficient discipline is maintained in spite of the whims and caprice of foolish parents or the attractions of a rival school. Careful management and efficient teaching are the surest securities for a school's success, and this is cheaply purchased by the adoption of some such scheme as that to which I have alluded, and often through the absence of such a scheme a school incurs the reproach of sending up its pupil-teachers for examination ill-prepared, whose papers give evidence of a vast amount of "cram" with an almost entire want of thought and intelligence.

It would be well also if managers and teachers would exercise greater discrimination in the selection of their candidates; it is perhaps a rare combination of qualities which a pupil-teacher requires for the competent discharge of his duties. Quickness in learning, a good power of teaching and maintaining order, tact and patience and perseverance, all these should be combined in a teacher, and I would recommend managers and teachers to select candidates from such as possess these qualities in a marked degree, rather than from those who do not, however proficient they may be as scholars.

Instruction.

Reading.

First of all with regard to reading in which but a low minimum of proficiency is reached. Teachers seem to think that if a scholar can read with fluency and a fair degree of accuracy he has earned a pass, but good reading in which the reader besides being fluent and accurate, emphasizes the proper words and phrases, and shows at least some appreciation of the subject-matter I have very rarely indeed met with. On the contrary I have to complain that the reading is generally too monotonous and mechanical, or that it is inaudible and the difficult words are slurred over, and that if children know the meaning of the words they read, they are altogether unable to express it in precise and definite language. In this subject especially do teachers fail to apprehend the spirit of Art. 48 which prescribes that "unless thus much is done no grant shall be paid; not that if thus much is done a grant shall be paid." And I have given it to be understood that henceforward I shall consider no scholar in the higher Standards deserving of a pass in reading unless he shows a tolerable acquaintance with the meaning of the words of his lesson, and throws into it a certain degree of intelligence and expression. In the first standard the books in use are generally so scant

* Since writing the above, I observe that the pupil-teachers sent up from these schools at Christmas for examination for admission into training colleges have been placed in the first class,—

Henry Beeley - - -	Bollington.
Sarah M. Challener - -	Bollington.
Mary Vickers - - -	Kidsgrove.

and meagre in their contents that the reading lesson through frequent repetition becomes a mere exercise of memory, and on an examination day the child proud of his powers will repeat it by heart as fluently as if he were reading it from the book; in this case I test his powers by bidding him read the lesson backwards, or I produce another book to which he is unaccustomed and bid him read the easy monosyllables which I point out.

Writing. Writing on the whole is taught with considerable success though it differs very much in quality in different schools. Amongst the older children a degree of excellence is attained which is most praiseworthy, and I invariably find wherever this is the case, that it is owing entirely to the careful instruction and supervision bestowed upon this subject in the lower Standards. I am often surprised at the uniform excellence displayed by children of the 1st and 2nd Standards in the formation of letters, and this result has been secured only by great pains on the part of the teacher, who has nevertheless saved himself a vast amount of subsequent labour as these children gradually pass on to the higher classes.

Spelling. In the examination schedules "writing" includes spelling, and it is under this head that failures chiefly occur; no doubt faults in spelling often arise from want of attention, but oftener still they arise from other causes. As a rule I observe that good spelling accompanies good reading, and if a scholar be taught to read with a clear and distinct enunciation and with expression and intelligence, he acquires at the same time a knowledge of the formation of words and of their value, which apart from its advantage as an intellectual exercise will teach him to spell more effectually than the learning by heart of ever so many columns of dry orthographical details which convey to his mind little or no meaning, and are forgotten almost as soon as learnt, and it would be well if teachers would occasionally vary the customary dictation exercise of the 5th and 6th Standards by requiring the scholars to write out from memory a portion of their reading lesson, which their teacher has selected and read aloud to them.

Arithmetic. Of the three elementary subjects, arithmetic exhibits the most satisfactory results and at the same time the largest number of failures. This statement appears paradoxical, but it must be borne in mind that writing, of which I have reported satisfactorily, is a mere mechanical exercise, whilst arithmetic demands of a child a considerable effort of the mind as well as accuracy and care. In the higher standards especially, I am often surprised at the ease and readiness with which the children appear to work their sums, one of which is always in the form of a problem, and if there be failure in the results, it arises far oftener from an error in the work than from incorrectness in method. The failures under this head are due mainly to an imperfect acquaintance with the multiplication table and defective notation in the second and third standards.

Special subjects. A gradually increasing number of schools in this district are availing themselves of the advantages offered by your Lordships' Minute of February 1867, which has at once given encouragement to a wider range of instruction, and in a measure silenced the complaints which managers, through misconception or ignorance, used to urge against the Revised Code. So long as teachers confine themselves to the mere routine of the examination schedule, reading, writing, and arithmetic, there may exist grave grounds of complaint, not however against the Code itself, but against the unfair and inadequate spirit in which its provisions are being carried out; and it rests with teachers and managers themselves whether it shall be exhibited in its true light as securing a solid framework of accurate elementary instruction, upon which may be built a superstructure to satisfy the aspirations of the most sanguine educationist,

or as fostering a system of mere mechanical drudgery, awakening no intelligence, and all but barren in its educational results.

Geography. Geography is generally selected as the extra subject of instruction, because of all others it is best adapted to the capacity of children, and is also likely to be of much practical use to them in after life. As a rule it is well taught, though here and there I can detect signs of superficial teaching, and I never consider that a teacher has complied with the conditions of the Minute who has merely confined his instruction to a parrot-like repetition of a string of names from a geographical text book without exciting the curiosity or drawing out the intelligence of the children.

History. Sometimes a class is presented for examination in English history, but not with the same satisfactory results as in geography. If a teacher has succeeeded in cramming into the minds of his children a host of dates and historical facts having no relation whatever to each other, he appears to think that he has established his claim to a grant; and I have examined children who could tell me readily enough that Julius Cæsar landed on the coast of Kent and the date of his invasion, or the dates and circumstances of the battles of Crecy, Poictiers, and Agincourt, who nevertheless were wholly ignorant of the geographical position of these places, ignorant in short whether they were in Europe, Asia, Africa, or America. And this leads me to remark that instruction in history and geography should, as far as possible, go hand in hand, that the one may elucidate and supplement the other, and in no case should a lesson be given in either subject without a map to illustrate it. This, I observe, is the method pursued in my best schools, and with marked success in the boys' schools at Knutsford and Christ Church, Macclesfield.

Music. Once I have been asked to examine in music, but as the performances of the children in this case were confined merely to part-singing with the barest rudimentary knowledge of the theory I was unable to recommend a grant.

Elementary physiology. At Christ Church, Macclesfield, the extra subjects of instruction not only embrace geography, history, higher arithmetic, and English grammar, but also elementary physiology. Mr. Green, one of the most able teachers in my district, by his careful and judicious teaching, and by means of clear and copious diagrams, has not only succeeded in making his boys well informed on this subject but has created a degree of interest in its favour which could scarcely have been anticipated.

Grammar. In grammar but a low standard of proficiency is secured. A knowledge of the parts of speech, their definitions and use, and the parsing of a simple sentence is all that I have required, and in two or three cases the elements of sentence analysis have also been attempted.

Half-time Act. It is impossible to over-estimate the good service which the Half-time Act has done in paving the way for a more complete system of compulsory education, and ensuring a certain amount of elementary instruction for those who would otherwise have had none at all. But it has its defects in that it often crowds the lower Standards with a host of ignorant undisciplined children, whereby the efficiency of the school is materially impaired, and I trust that school boards under the new Education Act will not be slow to use the powers vested in them, to compel these would-be idlers to attend school before they are ripe for the half-time system. The absolute refusals on the part of some school managers, and the positive reluctance on the part of others, to receive half-timers will then perhaps be in a measure overcome.

Children working under age. I am told that children often offer themselves and are accepted as half-timers before 8 years old and as full-timers before 13. I have even been informed by a teacher in my district that in asking for the ages of

children he has frequently received as the immediate reply, "What age "do you want, school age or factory age?" The moral consequences of such training are evident.

The peculiar feature of schools in connexion with the Church of England is the religious instruction which forms a prominent part in the daily routine. From the fact of its being addressed to children of tender years it must necessarily be simple in kind and limited in amount. I cannot say that the results of my religious examinations are always such as I could desire, nevertheless in many cases I am satisfied that the instruction has been earnestly and conscientiously given, and I have often been surprised at the intelligence and thoughtfulness of the answers I have received. Young minds are quick to receive religious impressions, and even where the knowledge is limited, it may, and often does appeal to the deeper thought and intelligence with a force which we can scarcely estimate. I wish I could speak of all my schools favourably under this head, but I cannot. In some there is abundant show and no reality, in others there is an absence of both. It should ever be borne in mind that religious knowledge in itself is nothing more than a lantern to the feet, and that it requires a religious education to make that knowledge practically useful in supplying sound principles for daily guidance and the development of the better self. And this result is best secured in a school where the teacher handles sacred subjects in a reverent spirit and tries to interpret his religious instruction by his own life. Religious knowledge.

I have the honour to be, &c.

JOHN LOMAX.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Years* 1869–70, *by Her Majesty's Inspector, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* MIDDLESEX, HERTS, *and* ESSEX.

MY LORDS,

I HAVE the honour to present unto your Lordships a report on the Church schools inspected in the county of Middlesex between the 1st of September 1868 and the 1st of September 1870.

Statistics. The number of places visited in 1870 was 108, mostly in the London district; the rest in the counties of Middlesex, Herts, and Essex.

There have been inspected,—

	In 1868–9.	In 1869–70.
Boys' schools	63	74
Girls' schools	51	71
Infants' and mixed	92	66
	206	211

The number of children who attended the inspection was,—

	In 1868–9.	In 1869–70.
Boys	14,109	15,261
Girls	10,827	11,700
	24,936	26,961

The number of children examined was in 1868–9, 9,606; in 1869–70, 13,056, of whom two thirds were examined by Mr. Bilton.

The number of miles travelled by the Inspector in 1868, 2,620; in 1870, 3,066.

In 1868–9 examinations of pupil teachers were held at—

—	MALES.								FEMALES.						
	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.	Places.	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.
Bethnal Green	5	3	2	4	—	1	15	18	15	11	8	8	3	0	45
Hoxton	4	1	—	1	—	—	6	9	9	5	9	8	1	2	34
Hampstead	5	3	1	3	2	—	14	12	12	12	4	6	1	9	44
Home and Colonial, June	—	1	1	—	—	—	2	4	5	6	4	5	4	2	26
" " July	—	1	—	—	—	1	2	4	3	3	4	1	2	—	13
Bow Common	11	4	3	6	—	4	28	13	12	10	5	9	8	6	50
St. George's-in-East	4	5	4	1	2	1	17	9	10	5	5	5	2	6	33
Total	29	18	11	15	4	7	84	69	66	52	39	42	21	25	245

In 1869–70 at—

—	MALES.								FEMALES.						
	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.	Places.	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.
Hoxton	—	3	1	1	1	—	6	11	5	9	7	6	7	1	35
Bethnal Green	5	3	3	—	2	—	13	12	5	6	5	4	4	2	26
"	2	1	—	—	—	—	3	7	9	7	4	5	3	—	28
Kilburn "	5	5	5	1	2	—	18	10	7	9	9	4	4	—	33
Harrow	—	—	1	—	—	—	1	3	2	1	3	—	1	1	8
Home and Colonial, June	1	—	1	—	—	—	2	5	7	4	5	2	3	3	24
" " July	1	—	1	—	—	—	2	9	9	2	3	4	1	1	20
Bow Common	5	10	4	2	4	—	25	15	10	15	9	5	9	6	54
St. George's-in-East	4	3	1	—	—	—	8	7	2	4	—	2	2	1	11
Total	23	25	17	4	9	—	78	79	56	57	45	32	34	15	239

Of the total number of inspected schools in the district the reports have been,—

	In 1870.
Good - - - - - -	74
Fair - - - - - -	68
Moderate and very moderate - -	61
Total - -	203

Of these Boys, are	good, 26,	fair 22,	moderate and very moderate			26
„ Girls	„ 25	„ 23	„	„		20
„ Infants	„ 32	„ 19	„	„		19
	83	64				56

In addition, Mr. Bilton, the assistant, has examined as follows :—

1868–9.

From 1st September 1868 to 1st September 1869.

Rev. M. Mitchell's district.—Day scholars - - -	8,933
Revised papers of evening scholars - - - -	313
Rev. W. Campbell's district.—Day scholars - - -	2,220
Revised papers of evening scholars - - - -	129
Rev. Canon Tinling's district.—Day scholars - - -	80
Total - - -	11,575

1869–70.

From 1st September 1869 to 1st September 1870.

Rev. M. Mitchell's district.—Day scholars - - -	8,690
Revised papers of evening scholars - - - -	437
Rev. W. Campbell's district.—Day scholars - - -	5,577
Revised papers of evening scholars - - - -	490
Total number examined -	15,194

The schools inspected are certainly in better condition than in former years, they are not merely better attended (indeed often there are almost too many for the rooms to hold), but the educational progress is more satisfactory, and the cleanliness, tone, and appearance generally of the scholars is much improved.

A comparison of the two years 1869–70 shows a larger attendance at the inspection, of more than a thousand children, and the number examined shows an increase of more than 4,000 (4,050).

Remarks on schools.

There is still, however, a fearful amount of backway to make up, and it is only those schools marked good (*i.e.* less than half) which can be said to give anything like a real substantial education to the majority of their scholars. Only about 30 schools have applied for the extra subject grant, almost always for geography, sometimes grammar, in one instance only history. In most cases the knowledge of these extra subjects exhibited by the children is very imperfect and elementary. Most of the teachers, I fear, regard the getting up an extra subject only in the light of a means of increasing the money payments to the school and themselves, and work in a very perfunctory and not satisfactory manner. There is little life, or spirit, in the matter, and neither they nor the children take any interest in the work. Exceptions, however, must be made.

Pupil-teachers.

There seems to be an increase in the number of pupil-teachers employed, but many of them only serve for three or four years, then go to other employments of better pay, and less labour. In the year 1870 no male pupil-teacher seems to have been examined in the fifth year, and only 13 in the fourth and third year out of a number of 78 apprentices

and candidates. The female pupil-teachers are more constant to their work; still only 15 out of 239 concluded their apprenticeship by passing the final examination.

Assistant teachers.

The number of assistant teachers in the district is 39, about the same as in 1868; but teachers and managers are beginning to lose faith in the body as they are unequal generally to their work, and an impulse is setting towards a return to the employment of pupil-teachers. The difficulty is to obtain them, since the parents do not regard the prospect for the future as sufficiently promising, and the master teachers complain they have no hold upon them when apprenticed, so that on any advantageous offer being made, they at once throw up their appointment, and, said a master to me, "I lose all the care and attention bestowed on the "boy just as he is beginning to become useful." It is generally in the third year the engagement is cancelled.

Examination of Zion College and Science and Art.

The institution of examinations in religious subjects by the authorities of Zion College has been very successful; in Bethnal Green, Poplar, Limehouse, and Stepney, in several schools, the boys have obtained prizes of books highly valued by the parents, the scholars, and the school to which the candidates belong.

Approbation of teachers.

It is satisfactory to be able to accord high approbation to most of the masters and mistresses in the district who are working with a will and commendable success.

Infant schools.

Several of the infant schools of the district have much improved in tone and character; in many the teachers have not only taken great pains, but are working with ability, skill, and sympathy with their little flocks.

Buildings.

In regard to buildings very few have been added to the whole district, in the course of two years only some four or five. The adaptation of buildings originally constructed for churches into schoolrooms is seldom a success, and is by no means to be encouraged; a custom has arisen of late years to construct churches, especially temporary ones, with such small windows they hardly suffice for purposes of public worship, and when turned into schools for reading and writing, require to be much altered to obtain a due amount of light, ventilation, and desk room. No infant school should be constructed without a class room, the pseudo-Gothic form of school rooms should be abandoned, the high-pointed roof, the narrow lofty windows, and the leaded panes are totally unsuited for school work, the more pure light and air introduced into a school the better.

Migratory habits.

The prevalence of migratory and low neighbourhoods is a great hindrance to education, as it causes a large number of very inferior and ill-regulated children to be constantly passing through the schools; at Tollington I was informed that 300 children had passed through the school in the last year; in consequence of this constant change the child does not remain long enough at any school really to master any subject of inspection, and his time is positively thrown away. The evil is increased by the multiplicity of books in use in schools, as it seldom happens that two schools use the same set, so that the child has to commence afresh on each change of neighbourhood; it is to be hoped that

Books.

this inconvenience may be remedied under the new Acts. If any progress is to be made, and any accurate value to be placed on the inspections and examinations so as to compare one set of schools with another, they must all be taught on the same subjects, though not necessarily in the same system. The subjects to be taught should be determined, a standard book in each subject should be appointed, not to the prejudice of others on the same subjects, but as a standard by which all other books may be judged. These being settled the teacher

should be left to follow his own method and system of instruction. The standard might be raised say once in five years to prevent possibility of becoming out of date, and to include due progress of information.

Effects of standards.

The necessity of appointing standards for the purpose of examination and comparison is not free from evil, as the effect is to deteriorate rather than improve the character of instruction in good schools. In the lower classes of the school this defect is not so apparent as in the upper, though the younger children are not advanced as much as they might be, since the teacher stops at the grade in which the child is intended to pass, so as to secure the grant; fearing to go beyond lest that object should be missed. The adherence to the present standards in the lower classes is thus prejudicial; in fact, in most cases these standards are much too low, and in my own district we for the most part examine the children in a grade above what the grant requires. Grammar, geography, and history should form part of the necessary instruction in every school, and in every class above the 3rd Standard, and consequently form part of the examination of the inspection. A boy of 13 who can simply read, write, and cipher cannot be said to have acquired a truly useful education. He should possess, as far as possible, a groundwork of all the common and useful branches of knowledge, enough to enable him to read with intelligence and understanding any ordinary newspaper or journal. In his usual school reading, if the books were rightly selected, much of this instruction might be obtained. It is part of a school teacher's duty to make the children understand what they read, so that whether the subject be poetry, grammar, or history it adds nothing to the ordinary labour of a school to combine it with general reading lessons.

Reference to Report of 1846,

I am reminded here of a passage in the Rev. Canon Moseley's report, 1846, as it applies to much that is said in this present report. He heads his observations on schools inspected, "The opinions which the Inspector "has expressed in this column are to be understood *relatively*, the "standard to which he refers when speaking of the qualifications of "teachers and the character of the instruction in schools not being that "which *ought* to exist, but that which *does* exist." And thus now my report of the schools must be considered, not to speak of them absolutely as being worthy of an ideal but possible system of education, but only relatively as respects what *now* is, not what may be hoped for in future periods of higher and more valuable progress. In support of this very idea I may refer to the former reports of the Inspectors to the Privy Council; and I do so with great satisfaction, as such a comparison will lead to a higher opinion of the value the exertions then (1844 to 1850) made produced upon the education of the country. The Government first commenced operations in 1839, making grants and appointing Inspectors. Seven years after (1846) the report of Mr. Archdeacon Allen observes, "No one who has taken pains to observe what has been going "on in our schools for the poor will, as I suppose, fail to recognise "during the last seven years a happy progress in the right direc- "tion. . . . A few years ago it was no uncommon thing to hear persons "in the educated ranks of society say, 'Our schoolmaster is a very good "'one, but unhappily he is a little given to drinking.' Or again, 'We "'cannot, in a small place like this, expect him to attend very regularly "'to his boys.' Such persons meant that their village schoolmaster "could produce copy books fairly written, or sums in the rule of three "accurately worked by his elder scholars; and as the school was "regarded only as a place where children could learn reading, writing, "and arithmetic the qualifications of the master were measured as if he "were simply an instrument for developing faculties in these exercises, "and not a moral agent who in all his intercourse was communicating

and other Reports.

" habits of thought and action most influential on the present and future " interests of society."

Improvements effected by the Committee of Council.

After the operations of the Committee of Council began to bear fruit a very great difference is to be observed. In 1847 several training schools had been erected and their powers developed, and the schools in several parishes had commenced what was really a good education, under able and conscientious teachers. Great effect was produced in a whole neighbourhood by the appointment of one good teacher. It was the light set upon a hill, and many managers and teachers perceived by comparison their own defects, and remedied them; useless monitors of 10 or 11 years became pupil-teachers of 14 to 16, and books, maps, and apparatus were obtained. The progress thus made in isolated schools was so satisfactory that the Government were influenced to give assistance in aid of managers, generally by apprenticing qualified youths and paying the teachers for their instruction; and on the 28th August 1846 the Pupil-teacher Minute was passed, effecting, notwithstanding an immense opposition, results of the greatest possible benefit. Substantially this Minute has ever since formed the standard in all subjects to which its contents refer. At the same period it was determined to issue certificates to school teachers after due examination, but as the great majority of teachers of that time were very little educated themselves it was permitted that apprentices should be bound to them on showing they could pass satisfactorily an examination one year in advance of their pupils. This was a very wise arrangement, as it induced teachers to exert themselves and get up the required knowledge year by year, without being daunted by the immensity of the whole course. The state of education of that time is best explained by the fact that many of the actual working teachers proved entirely unable to succeed in even the simple examination required for the first and second year of apprenticeship—passed now by many children in our schools of the 4th Standard.

Pupil-teacher Minute.

Grants of books.

In the course of these improvements it had been observed that great deficiency existed in respect to books and apparatus for teaching the new and various subjects of instruction now required in schools, and that this arose from deficiency of funds. The Manchester and Salford Schoolmasters' Association respectfully addressed the Lords of the Committee of Council, "expressing a hope that they would issue or adopt a series " of elementary books, to be granted to public schools at a reduced " price, so that they may be within the means of the poorer children " attending such schools." Their Lordships accordingly, on 18th December 1847, passed a Minute that " grants of school books and maps be " made to schools under inspection on certain specified conditions." It is hardly to be expressed the encouragement this grant gave to the progress of education throughout the country.

Examination of masters.

The system of examining teachers and their pupil-teachers at the same time was only a temporary operation, and it became necessary to establish general examinations of old teachers occupied in schools in central situations, to enable them to obtain certificates and place them on a level with students trained in training institutions. The first of these examinations was held in the Easter week of 1848. 161 of the candidates obtained certificates of merit at these examinations in the whole of England. There was no general examination of mistresses in this year.

Government plans completed.

Thus was completed the whole circle of Government arrangements for the improvement of education in the working classes, if we add the capitation grant in 1853.

Better buildings had been provided, better teachers, better books and apparatus; better assistants, and finally examinations as tests of teachers' capacity, together with annual inspections by selected inspectors.

It of course took a long time before these advantages were secured extensively through the country; and when people exclaimed upon the little progress, as it seemed to them, that had been made in 1862 they seem to have forgotten that the system had only been really established in anything like completeness in 1854; that its adoption was purely voluntary on the part of the managers and of the parents, and that the oldest child who had come under its influence was therefore barely 14 years of age at that date.

Much of the improvements thus sketched was owing to the ability and zeal of Sir James Kay Shuttleworth, Bart., and Carleton Tufnell, Esq. The Rev. Canon Moseley also promoted and furthered their plans with singular zeal. The names also of Dean Dawes and the late Bishop of Bath and Wells should not be forgotten. Among the members of the Privy Council the Right Hon. the Marquis of Lansdowne and the Right Hon. Lord John Russell deserve to be ranked amongst the most active and energetic in giving every aid and influence to promote the cause.

My own connexion with the Council commenced in 1847, when, with three colleagues, I was gazetted one of Her Majesty's Inspectors. Five or six others had been previously appointed. The Midland district was assigned to me.

State of schools in 1847.

In 1847 great improvements had been made in various methods of teaching in some schools under inspection, and conducted chiefly by teachers from Battersea and Chelsea training schools. The great mass, however, of the schools belonging to the Church were worked on the system introduced by Dr. Bell, called the Madras system, or the National Society's. Few desks, in proportion to the number of scholars, occupied the sides of the room, and the chief writing was performed on unframed slates resting on the child's left arm. A page of a copy-book once a day in the higher classes completed the instruction in that subject. The Inspector did not attempt to try the dictation of any class on paper, as the school was not provided for such an operation; trivial passages were given out to be written on slates. The copy-book writing was generally speaking good. In the upper classes arithmetic included the rule-of-three; the lower classes were very imperfectly taught, and inefficient in all subjects of instruction. In most schools reading was confined to Holy Scripture or religious works, and mostly the children read in a very inferior manner, and with very little intelligence; the whole work was entirely routine. The teacher examined from a book in set questions, and with little attempt to explain or bring out the child's knowledge or power of thought, and there was no extra subject. In very few schools were there any maps, and the geography attempted was of the very slightest sort, as the teacher very soon got out of his depth. Grammar and history hardly existed. The chief result of inspections was the exhibition of children in perfect order, as far as toeing the line in the square classes and marching out with due propriety to a school song.

Mr. Moseley's report.

Mr. Moseley, in 1847, says:—

"Considering that teaching to read is the principal occupation of our National schools, that it is a drudgery begun with the first opening of a child's intelligence, and continued without intermission till the last day which it passes in school, it is to me wonderful that so imperfect and so inadequate a result is obtained.

"As respects writing, in one or two instances only have I found any attempt made to accustom the children to convey their own thoughts in writing on paper, or writing applied to any other useful purpose of instruction than to teach the children to spell.

"In some of the schools a method of teaching arithmetic has been introduced which takes from it the character of an art to be acquired by memory and practised by rule, and makes it a science so simple and demonstrative in its character as to be brought within the scope and intelligence of a child.

"Very many of those said to be learning history and grammar possess, nevertheless, no knowledge of them; and I have sometimes found a great profession of teaching

them in schools where not only the higher branches, but the simplest elements, of instruction have appeared to me to be neglected."

It is to be observed that these are observations arising from the report of select and chosen schools, as such only were at that time subject to inspection.

Here may be considered to end the first introductory period of educational progress. The labours of the early inspectors had very much smoothed the path of those now (1846), and from henceforward appointed. The ground had been well broken up, a system had been devised which required only developing. The grand principles had been determined upon; it only remained to carry them well out through the whole country, and this was the duty of the Inspectors. At the early period of their work their duties, in addition to the inspection of the schools, included the giving information to the managers of the intentions of the Government plans, showing the advantages, and encouraging by all means in their power the establishment of new schools and the improvement of those existing.

Review of the 24 years of reports.

It may not be considered out of place here, and at this time, when the system to which I have now for 24 years been attached, has ceased to exist, to introduce a summary of each year's work performed, with the improvements and results as they successively occurred, a total change having recently taken place in the Education Department of the State.

In 1840 almost similar expectations were excited as in this present 1871. It was hoped that great progress would be made in 20 years in the general education of the people, and that the pious wish of the pious King would be accomplished, and every child of 8 years of age would be able to read his Bible. The wish and hope have proved fallacious. Doubtless much has been advanced, much more than even many persons interested in education are acquainted with, but how much remains behind. In the changes that have been introduced, it may be of advantage to show what 30 years have effected, and how the recommendations of the Inspectors have been embodied in recent legislative Acts. It may also help to further more and more vast improvements, as well as check all ridiculous expectations by showing what can, and, of much more consequence, what cannot, be performed, confining the idea to what is really practicable, not visionary or sentimental.

From the very beginning these reports proclaim year by year the deficiencies, and propose plans for the advancement of education. In proceeding along with them it will be found that some progress has been made, that many wild notions have not succeeded on trial, yet that much, thought wild then, is now in actual operation. Nor should we altogether blame those who went before, nor claim for the last 30 years the total credit. There has always prevailed a very large groundwork of education amongst the poor of the country; we owe it to the Church, the Reformation, the Revolution, and the constant reading of Holy Writ in the churches and chapels of the religious bodies, and this religious education unsuspectedly has influenced the general education and tone of the whole mass of the people, for though it was only religious, still it taught people to think, and he that could read the Bible could read other books, and he that could turn out the number of the hymn could do much more in arithmetic, and he that was ignorant of geography could find his way to the county town, and if ignorant of grammar could yet understand his country's dialect, so that the revivers of education of 1840 must not take to themselves the praise or satisfaction of having entirely educated the people. They may, however, assume a very considerable share in the progress since made, and claim the good opinion of their fellow countrymen for work not unattended by considerable results.

In every of the following reports complaints of the same nature occur. Defective funds, books, apparatus, buildings, irregularity of attendance, poverty of parents and indifference, sometimes of squalid misery and wretchedness, sometimes of offensive and pretentious assumptions. Here and there good schools and teachers. Too often also ignorant and unworthy, wanting in every proper qualification, and this after years of interest and labour, and even among trained teachers. Complaints made by Inspectors.

My first report was made in the year 1847 on Chester, Salop, and Staffordshire. Of 18,932 children only 730 were over 12 years of age. Report of 1847.

In this report complaints are made of defective buildings, want of proper offices, defective apparatus, want of playgrounds and class-rooms, and want of funds. The teacher was not aided, even in large schools, but by monitors of 12 to 14. Few of the teachers had been trained, and sometimes only for a month or six weeks in what was called "the system" at Westminster.

Testimony is borne to the desire of teachers to improve their schools and themselves, but it is reluctantly added they are mostly inefficient as regards their acquaintance with the various subjects of instruction, and more so in respect to the method of communicating the knowledge they possess. Desire of teachers to improve.

The attendance of the children was very irregular; they frequently stopped away for two or three months together, and the registers were very moderately kept. Irregular attendance.

The clergy generally had begun to take great interest in their schools. It will be observed that only Church schools were reported on by me. The Holy Scriptures were the chief books in use. Secular books were read only in some schools, and only by the first class, even this was exceptional. The Catechism was learned by rote. The knowledge of Scripture was creditable, but often quite the contrary. State of instruction.

Arithmetic, notwithstanding some pretentious attempts, was very imperfectly taught.

Geography had been only lately introduced, and is only elementary, so also is grammar.

Most of the girls' schools were well instructed in needlework. The agricultural girls' schools were better than those in the manufacturing parts of the district. Only 39 schools out of the 373 inspected sought to have pupil-teachers apprenticed to them.

Several of the teachers were obliged to resign their situations, not being able to pass the very slight examination then required, viz., a year in advance of their scholars. Inability of teachers.

But the payments of pupil-teachers were not sufficient to command candidates for apprenticeship, as the wages were generally much higher in other branches of labour in the district. Payment not sufficient for pupil-teachers.

In 1848 I inspected schools in Chester, Salop, Stafford, Lancashire, Cumberland, Westmoreland, Wales, and the Isle of Man. Report, 1848.

The defects in the schools are ascribed to want of funds; many of the parishes from this cause are not supplied with schools at all; and one parish of 7,000 in population has no girls' school connected with the church. Want of funds.

The chief teachers are often too juvenile. Some teachers were constrained to resign, not being able to carry their pupil-teachers over the second year's examination. Teachers too young.

The want of school-books is complained of, and inattention to personal cleanliness is to be corrected. Want of school books.

The Easter of this year I was appointed to the Eastern district, then consisting of Norfolk, Suffolk, Essex, Cambridge, and Huntingdon. Report, 1849.

State of new district.

This district is purely agricultural; various causes operate unfavourably on the education of the working classes in these counties. The poverty of the parents, and the low rates of wages, oblige them to engage their children in manual labour at very early periods, and it is seldom there are five or six boys in any agricultural school of the age of 12. The girls remain to older years, but the attendance of both sexes is extremely irregular. I fear it is vain to expect any considerable improvement in the education of the mass of the people in these counties. In the manufacturing districts there is more reason for believing that progress can be made, as wages are generally good, and the working man may abridge himself of some luxuries that he may educate his children. No such hopes can be held out as respects the agricultural labourer. His wages are barely sufficient, even with the hardest economy, to maintain existence; he has no luxury to retrench, and the early labour of his child is not so much a matter of option as a necessary obligation. Eleven years will be found the outside average period of the children's attendance at school, and their attendance will be frequently interrupted, at different seasons of the year, when the younger population are engaged in dropping seed, minding birds, pulling turnips, &c.

Labourers poorly paid.

The Inspector regrets the inefficiency of present books of lessons for the purposes required.

Complaint of clergy as to the burden on them.

The clergy and managers complain that the difficulty of supporting schools increases, and the burden falls mostly upon them, and the owners of property do not, in any adequate respect, fulfil the duties their position demands. Legal impediments, however, sometimes hinder the application of funds to this purpose. There are several parishes in which corporations and charities possess large estates. The funds of the estate are bequeathed for certain purposes; it may be to support a hospital or schools in other parishes, or for a friendly society or other purposes. The trustees in such cases consider they have no warrant to devote any part of the funds (nor indeed have they) of an estate so bequeathed to the charities of the parish in which the estate is situated. Might not an Act be passed to enable trustees, under such circumstances, to subscribe to the charities of the estate proportionately to their interest in the parish in which it is situated?

Suggestion as to an Act permitting a rate.

At the Manchester examination of masters in 1848 there were 79 candidates. There is an evident improvement since last year in the character of the men, who for the most part seem well disposed and intelligent. Not many of the candidates worked the higher subjects, and the papers generally were not worked so well as last year.

Report of 1850.

In the report for this year I was Inspector of the Eastern counties, and the same faults and defects prevailed in that district which were prominent in the manufacturing Midland schools. The subjects and methods of instruction were precisely the same, and the teachers for the most part held the same character. The schools were divided into—1. Good schools, *i.e.* intellectually and morally. 2. Good intellectually, but with bad morale. 3. Good moral but moderately instructed, and 4. Bad in every respect, "from which no conceivable advantage seems "to be obtained, in which the teacher is ignorant and slovenly, the "school-room is dirty and ill found, the children ill disciplined, un-"washed, uncombed, with clothes unbrushed and ill put on, slouching "in person, ungainly in figure, debased in character, and degraded in "circumstances." These schools were often conducted by teachers who assumed an extra religious deportment as a cloak to hide their deficiencies. The number of schools with totally inefficient instructors is very large, owing partly to there being but a moderate supply of duly qualified teachers, and partly to the very low salaries offered, and which

Nature of schools good.

Bad.

Inefficient instructors.

Small salaries.

would often hardly secure the services of a decently skilled day labourer. Hence persons broken in character, health or morals, having attempted many things without success, and at length declined to school keeping as a last resource, for want of other applicants are forced, as it were, on reluctant managers.

A mistress examined by me, exhibiting high testimonials, committed 17 mistakes in spelling in 23 lines of easy narrative dictation.

Want of funds.

Complaints are made, as before, of want of material, books, &c., and scarcity of funds, which forms the one chief cause of the very defective instruction and conduct of the schools. Further causes are to be traced to the indifference of parents and the early employment of children in labour, and the migratory necessities of the lower classes of society.

Indifference of parents; migratory habits.

Industrial occupation.

Great hopes were formed at this time of bettering the school instruction, and increasing the interest of the parents by adding industrial occupations to school-work. Attempts of this kind were made in several places; they singularly failed after two or three years' trial.

Scholars' certificates.

A recommendation was made this year of the issue of certificates to scholars leaving school. It was afterwards adopted, and continues to the present time, 1871, but no great number in proportion are applied for.

No libraries.

A complaint is made that few schools possess any library, and indeed few villages.

Incompetent teachers.

Forty-two masters and 22 mistresses inspected were totally incompetent, five of whom were deaf, and one who cannot write. Many of the teachers were in debt, and one, at the time of my visit, going through the Insolvent Debtors' Court.

Discipline.

The discipline of the schools is frequently much blamed.

Work wanted out of pupil-teachers.

During this year the pupil-teachers began to be examined in masses in central towns, and the subjects of examination were raised. A sort of dilettantism prevailed amongst the pupil-teachers, and it is said "they "must learn that it is work, hard mental labour, to which they must "apply themselves during their one and a half hours' instruction by "their teachers, and the masters and mistresses should remember that "it is not merely the thing taught but the system of teaching it which "will effect successful results."

In some cases the teachers have been unable to carry on their apprentices, and in consequence the indentures have been necessarily cancelled, and the papers of the pupil-teachers are often superior to those of the masters who profess to teach them, arising from the clergy taking part in the instruction.

Plans of the Norwich model schools and desks are added to the report.

Report, 1851.

Report 1851 :—

I inspected schools in Essex, Huntingdon, Norfolk, Suffolk, and Buckingham.

Establishment or the modelling of training schools at Norwich.

The training school at Norwich was established this year.

Many schools have been re-fitted, and are successful, but in more than 40 of those inspected the tendency is not good, and in many positively evil.

In the area bounded by Chesterford, Lynn, Fakenham, Norwich, Ipswich, Chesterford, there is only one school with pupil-teachers, and there are only three in the county of Huntingdon.

Report of 1852.

In the report for 1852 :—

Schools beginning to show improvement.

Many schools have made considerable progress, and additional schools added to the list show a progressive feeling regarding the value of inspection.

In this year a girls' school at Colchester was the first inspected in that town.

Drilling recommended and gymnastics.

Drilling is recommended, and gymnastics.

Only four schools in the district possess libraries of small extent.

In this year Euclid was substituted for mechanics and mensuration in the pupil-teacher course: an improvement.

There were six industrial schools in the district. The industry was merely gardening, and not always intelligently worked.

Drawing.

Drawing is introduced, as yet not very successfully, into many schools.

State of school depends on teacher.

Inspector has come to the conclusion, after extensive and varied work in towns, villages, and differently occupied populations, that under like circumstances the mental condition is the same, whether in towns or villages. The state of the school depends on the ability and training of the teacher.

Funds deficient.

Funds are again reported as deficient.

Hockerhill training school established.

The training school at Hockerill established.

Report of 1853.

Report of 1853 :—

Schools progressing.

My inspections were confined to the five Eastern counties.

The schools are progressing, and most of them are in a train for producing good results. This applies only to inspected schools.

The influence of good schools creates imitators.

Some schools have given up pupil-teachers.

Tile floors removed.

In this year tile floors were removed and wood substituted. Objections are made to the form of school buildings now adopted, as not adapted to their purpose.

Sewing machine.

Drilling is recommended, and a notice that the sewing machine would much affect girls getting their living by needlework.

Fluctuations of scholars.

The great difficulty of teachers is the fluctuation of the scholars.

Pupil-teachers out of apprenticeship do not enter training schools.

Apprenticed pupil-teachers, when out of their time, too frequently do not enter training schools. Teachers still resign, being incompetent to take charge of apprentices. The salaries are too small.

In the militia regiments of these counties a return, furnished by the authorities, states that there are 2,057 who can read, and 3,526 who cannot, in the present corps of the whole district.

From this year ought to be dated the results of Government education.

This date may be considered as the end of the second period of educational progress under Government, as in this year the payment of capitation grants commenced, assistant Inspectors are appointed, and the whole scheme is now in working order throughout the country. It is from this date, therefore, that educational statistics ought to be dated, *i.e.* 16 years back. As the oldest children were then only 12 to 14 years of age, the population now over 30 are little indebted in any way to Government for their education.

Report, 1854.

In 1854 the Rev. Wm. Campbell was appointed Assistant Inspector.

Attendance of schools diminished in consequence of high price of provisions. Schools progressing favourably. Managers confess the advantage of the change from tile to wood flooring.

Night schools.

Night schools spoken favourably of, but wanting in discipline. Industrial schools a failure, as attached to ordinary schools. Drilling should be introduced. Infant schools may be much improved. Recommendation of Frœbel's system for infants. Learning by heart should be practised. Complaint of books. Grants to libraries recommended. Trained teachers are too frequently inefficient. Remarks against testimonials. Often managers require too much extra work of the school teachers.

There appear to have been 373 pupil-teachers in the district this year. Their papers much improved. A suggestion made that the examination should be raised.

The educational exhibition was held this year.

Shadows an Act rendering a rate necessary, and compulsory education.

The report closes with a possible necessity arising for providing some means other than mere voluntary contributions for the future support of schools, and many are of opinion that when such measure is passed, it should be accompanied by a clause to make education compulsory.

Report on 1855 :—

Report on 1855.

Attendance bad, weather bad, and provisions dear.

The inclemency of the weather and the high price of provisions have diminished the attendance at the schools.

Complaints of the numerous forms required to be filled up by managers. Complaints of want of funds and inefficiency of schools.

Want of funds general.

Like complaints everywhere.

Mr. Campbell says, "the destitution is uniform and general," speaking of agricultural schools. "Nor," says the report, "is it confined to "the Eastern district. I have inspected the same class of school in "almost every county of England, and I have met everywhere the same "defects, everywhere the like complaints,—inefficiency of schools, "poverty of funds, irregularity of attendance, indifference of parents, "anxiety and discouragement of trustees and managers, together with "a general indisposition on the part of owners of property to aid in the "support of schools to any efficient purpose."

Charities properly worked might nearly supply the needs.

Looking at the funds now supplied in this district by endowments, by charities, by voluntary subscriptions, by Parliamentary aid, and by the children's payments, and comparing the number of schools with the number of parishes, the population, and the extent of country, an opinion suggests itself, that if all the funds, not merely applicable, but actually applied to education, were rightly applied, there would be amply sufficient to educate the working classes to any extent their circumstances permit.

The above opinion is supported by statistics.

Industrial schools have proved a failure.

All the industrial schools connected with ordinary schools in the district have been given up.

Scholars' certificates issued.

Certificates began to be issued to scholars.

The ordinary subjects of instruction, except reading, are progressing. Drilling is added in several schools.

Teaching of common things.

A movement was made respecting the teaching of common things, and the Frœbel system. It has met with small response.

The number of pupil-teachers in the district was 275.

The total number of certificated teachers in the district is 140.

Report on 1856 :—

Report on 1856.

Minimum standard of books, &c. necessary.

It will become necessary to establish a minimum scale of books, apparatus, &c., and that no school not so provided should be entitled to participate in Government grants.

It must be remembered that the object of making Government grants is, not simply to support the schools as conducted 15 or 10 years ago, but to make them so completely efficient as to provide the most advanced education compatible with the circumstances of the children to be taught in them.

Difficulties of making an education rate being gradually removed.

Attention called to complaints of managers and clergy respecting the condition of the school funds. These complaints are on the increase, and the impression as to the difficulties of establishing an education rate is by no means so strong as it used to be. I have a belief that the establishment of a rate would be the right plan. To throw upon the general funds of the State the burden of the schools which improve the labourers on private property appears to me to be as unfair as it has been hitherto to throw the same burden upon charitable persons, however willing they may be. I conceive that it is the duty of everybody to provide for the education of those who make property valuable. There are many parishes owned chiefly by one proprietor, whose estates are, may be, encumbered, and who resides at a distance; or else some

public body is the chief proprietor, and yet frequently neither the single proprietor nor the public body contributes towards the support of the school, which is maintained by the clergyman and by small subscriptions from minor proprietors and small tradespeople, and by capitation and other grants out of the Parliamentary vote.

In this district new schools are not so much needed as the improvement of those existing at present.

Endowed schools need improvement.

There is a large class of schools wholly or in part endowed, but only with small funds, the management of which declines Government interference. They are under no external control or authority. It is possible that many of them may be well conducted, but it is to be feared (from prevalent reports) that some are not so, that the most efficient masters have not been elected, that the best methods of instruction are not adopted, nor the best apparatus and books provided. It seems to me that the time is almost arrived when some legal authority should be created, and exerted to compel the trustees either to perform the duties involved or to resign their office. I believe many of the trustees would be glad of the assistance thus proposed.

Science too advanced subject for age of children in our schools.

At this time attempts were made to introduce science into the schools. My own opinion is, we may run the risk of losing what we have by grasping at too much, and I am doubtful whether we have not already done so. Reading and writing are neither of them so good as they should be in any school of the district. In our large schools I believe this arises from too great an extension of the subjects of instruction. A boy of 12 or 13 can only acquire well a certain knowledge of certain and limited subjects. Whatever he learns he should learn well.

Difficulties respecting industrial work not to be overcome.

It is to be regretted that industrial work in boys' schools is now entirely abandoned. In girls' schools it is mostly confined to sewing. There is no cookery or household work, and I confess that the difficulties with regard to these subjects seem to me insurmountable.

Suggests the appointment of organizing masters.

The appointment of good organizing masters would be especially useful in districts where good methods of teaching are of more consequence even than in larger places.

Report on 1857.

Report on 1857 :—

There are 49 schools reported on, in which ventilation and light are defective.

School generally improved.

The report on the schools this year is more favourable than in former years. There are more schools that are decidedly doing a true school work, and of those previously well reported of there are none that have gone back, while most of them have advanced. Still there are out of 301 schools 87 at the least which must be considered inefficient. The causes are the same as stated in former reports.

Age at which children quit school.

Of the children of the working class two-thirds remain till 10 years of age, and about one-fiftieth till 14. But about 2,000,000 by census of 1851 attend no school.

In the three counties Norfolk, Suffolk, Essex, there is an area of 1,330 square miles, in which there is no school under inspection, consequently the schools are under uncertificated teachers and have no pupil-teachers.

All the schools are now examined on paper.

For the first year all the schools inspected in the district have been examined on paper through all classes able to write.

The art of education is as yet only in its infancy in England; as it advances, I believe that it will result that the boy finishing school life at 10 years, will really be better educated than the boy of 13 is now; even as the education of the boy at 10 is now very far superior to that which the boys of 13 received only 20 years back. Properly taught children of 10 years of age can write dictation of the third book very well, with few misspellings, at the rate of about a minute

What ought to be done at

a printed line and lasting 20 minutes. They will work also fairly sums in the compound rules, multiplication, and division of three figures. They draw a fair map of Europe or England, parse a little and write out the duty to God or their neighbour in about two hours. This is as much as in the general I have found performed. This result is obtained from the inspection of about 10,000 examination papers. 10 years of age in schools.

The children are taught Botany in the schools at Hitcham, of which the late professor Henslow of Cambridge was the manager.

Report on 1859 says :— Report on 1859.

Infant schools have fallen off. Infant schools.

In most schools of the district the reading and spelling is the most defective subject of instruction. The latter arises from the very imperfect pronunciation of the common class of people in these counties, and sometimes from the defective accent of the teacher and the want of adaptation of the books. Reading defective.

Complaints of the needlework are made and generally unfounded. The girls are taught up to their necessities and their age and requirements.

Report on 1860 :— Report on 1860.

Pupil-teachers apply themselves to memoriter work.

Children employed in gangs.

Report on 1861 :— Report on 1861.

In many of the schools sufficient attention is not paid to the proprieties of life.

Pupil-teacher work is not unhealthy.

It seems that in 1857, 109 schools were examined on paper. In 1861 the number had increased to 259. And the Inspector retains 1,005 sets of papers containing on a rough calculation 28,000 papers worked by the children in his presence.

Sixty of the schools are moderate and bad, 19 of these are under certificated teachers, but only five have been under inspection for two years, the rest are new schools or have only lately been placed under inspection or are under non-certificated teachers.

In 1857 the dictation was set from the reading books of the school, in 1860 a paragraph from a newspaper was used.

Report on 1862 :— Report on 1862.

It is satisfactory to be able to state that of nearly 200 schools, 140 are really doing a fair education work, and many a very excellent one; this result has been ascertained not by mere imagination but actual examination of every child, my principle from the first year of appointment.

Children are detained too long over mere monosyllable books, dry and unprofitable, they should be pushed on at once to ordinary reading.

In almost every instance, the most favourable report on their conduct has been made by the managers of the teachers. Of the pupil-teachers very few have failed to pass their examination with satisfactory success. Their health is generally good, and their character, and attention to duties, with very few exceptions, highly commendable.

In consequence of the recent alterations, the candidates for pupil-teacher apprenticeship have declined. And pupil-teachers completing their apprenticeships are unwilling to enter training schools, not a third intending to complete their course. Candidates for apprenticeship are falling off.

1863 report is almost the same as in former years. The opinion of night schools is unfavourable. Books deficient in information and quantity. Report, 1863.

In the number of candidates and pupil-teachers there is a great falling off.

Inspector appointed to a London district. His connexion after 15 years with the Eastern district consequently now ceases. Great changes have taken place since his appointment to it.

There is not a town in which large and important schools have not been built, altogether 121; and the education of the counties had been very much advanced. The inspector leaves this scene of his labours with great regrets, expresses his recognizance of the attentions he received, and compliments his teachers and pupil-teachers on the uniform manner in which they had worked with him, and their zeal in promoting advanced plans and the success so many of them had obtained.

Appointment to a London district.

The remaining reports are for London and Middlesex.

Report, 1865, 1866.

Reports being now made biennially, this is for 1865–1866. Schools under non-trained teachers for the most part are very inferior.

Schools have returned to the monitorial system.

Some (2) teachers have resigned through getting into debt.

Salaries.

Average salary of 56 masters is 93*l.*, of 59 mistresses 60*l.*, of 36 infant teachers 54*l.*, of assistant masters 50*l.*, with houses in addition.

Eastern London difficulties of schools.

The schools in the East of London are for the most part large, generally of three rooms, boys, girls, and infants, in one group. The difficulties of the managers arise from deficient funds, and the independent character and condition of the parents and scholars, the absence of the higher classes among the residents, and continual change of abode of the operative classes. The difficulties of the teachers arise from the careless insubordination of the children. The extreme poverty of the parents renders it impossible to maintain regularity of attendance.

It is to be regretted that the operation of the Revised Code has in some cases affected these schools unfavourably. In the anxiety of the managers and teachers not to place the children in higher standards than their several years of attendance require lest they should lose the grants, they *retard* (perhaps this is too strong a word), but at least do not press on, the instruction of the more promising scholar. The new code reduces also the attainments of all schools to the same dead level, the level of the lowest country village school. There is no encouragement to well-skilled and intelligent teachers to put forth their powers, and make their schools a success and a name.

The cultivation of geography and grammar is on the decline. Many of the children in the juvenile schools cannot repeat the Lord's Prayer.

There is a good swimming bath attached to the schools at Bow Common.

Uncleanly schools.

The schools are very often very dirty and untidy, one school had not been whitewashed for 16 years.

Unfavourable opinion of night schools.

Unfavourable opinion of night schools.

General approbation of teachers.

Cholera affected the schools.

Fifty-six males and 119 female apprentices and pupil teachers were examined, total 175. There are many failures to pass among the candidates, and many were never apprenticed, being withdrawn. They are not taken from so good a class as in past years.

Great poverty of schools, which are supported in great part by the clergy. Great numbers of children attend no school at all.

Rate recommended.

Most of those who are personally and intimately acquainted with the state of large, neglected, and impoverished parishes, will be led to advocate a rate when remembering the total inadequacy of present means to meet the expenses, the miserable condition of the children abandoned without control or instruction to filth, vice, and ignorance, and the over-strained and very much underpaid labours of the clergy.

Reports on 1867 and 1868. Extra subjects got up badly.

The extra subjects are mostly very defectively worked. The district is in much the same state as it was two years ago. The schools are improved in cleanliness. The buildings are in good order.

Infant schools declined.

The infant schools have greatly declined, and are hardly of more advantage than the old dame schools. Suggests alteration of the ex-

amination of the standards. That every boy be examined as far as the extent of his acquirements warrants.

The numbers that are set down for examination do not equal by one third the number in average attendance, out of 12,484 only 1,401 were examined in the two higher standards.

Complaint of the books in school use.

Advocates a school rate and compulsory education.

School rate and compulsory education.

On reviewing the reports of the last 24 years, it will be seen that the School Act has embodied most of the useful suggestions; the chief of which is the school rate, by the operation of which no parish or district need be unprovided with proper schools, and also by the aid of which no child need be kept from attending school from the poverty of the parents, and these things being properly provided, the last great object, the compulsion of children's attendance, has become feasible. The burden of education is now removed from the shoulders of the clergy, who need not, as a matter of conscience, support what has hitherto been a charity but is now a necessity provided out of a general rate by law. Wealthy proprietors, and others, will now be compelled to pay their rate to education, and no longer allowed to plead excuse from doing the duty of owners of property, by any subtilty or subterfuge. And the whole education question has been put on its proper relative footing. We may leave it with safety to the common sense of the ratepayers to determine the nature of the education. Possibly, warned by previous experience, these will proceed by degrees, founding their schemes on what has been already constituted, and attempting with hesitating steps to enforce improvements or introduce novelties. These reports show how many plans have failed. They were, however, undertaken with honest purpose, and conscientiously worked, but they failed. It was right then to make the attempt. It will be right now to take the warning; to proceed in a hurry would be simple madness, "line upon line, and letter on letter" should be the motto. There is no occasion to stand still, it is only necessary to remember the age of the persons for whom the boards are acting, and their powers. The scheme of 1840–50 erred by introducing impossible subjects: mechanics, engineering, physical geography, industrial work, chemistry, gardening, and cookery. We have seen the failure of all these, no such subjects are now attempted, except in individual and peculiarly circumstanced schools; all are desirable, but none are possible with children ranging from 8 to 11 years of age. Twenty-four years of zealous labour by most intelligent and able men have proved this fact. In our best schools the education has not much exceeded the education given twenty years back in the best schools of that period. The knowledge is distributed to more extensive masses, but is not really more advanced than in their higher classes. It will be observed too that all crotchets have failed: drilling, music-bands, botany, embroidery, lace-working (as an extern, *i.e.* not the trade) industrial shoemaking, and tailoring, &c. The caution given in 1853 may still be useful, "that in the pursuit of higher subjects, educa-" tionists do not endeavour to advance too rapidly." A slovenly and careless inaccuracy must be guarded against. No attempts at, or even successes in, extra branches can at all compensate for deficiency in the ordinary subjects of elementary instruction; good plain writing, reading, and arithmetic, and knowledge of the scriptures are the necessities of education. The rest are elegant and even useful ornaments and auxiliaries, they must not be allowed to usurp the chief place. In 1857 I observed "that the real use of schools for the working classes is " simply this, that the children are therein trained to habits of cleanli-" ness, obedience, attention, order, propriety of conduct, and general " docility of demeanor, to respect themselves and others while so

" doing. They are instructed in all the rudiments of religion, in " addition they are taught reading, writing, and arithmetic, and they " possess a slight elementary knowledge of grammar, history, and " geography. The girls also will work and sew well." And now 14 years later I find that this is all that is effected. Few schools go beyond this programme. The chief efforts should be directed to its improvement and perfection.

I have the honour to be, &c.
M. MITCHELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARY of REPORTS from 1847 to 1868.

—	Number of Places inspected.	Number of Children.	Number of Schools.	Number of Miles travelled.	—
1847	212	22,488	373	—	Midland counties.
1848	191	16,595	—	6,045	
1849	83	11,864	143	3,945	Eastern counties.
1850	—	19,432	253	4,324	
1851	156	17,152	224	3,816	
1852	146	19,373	231	5,414	
1853	114	16,223	185	3,085	
1854	126	18,361	203	3,969	
1855	140	18,875	215	3,183	
1856	128	16,824	205	4,507	
1857	131	17,196	207	3,842	
1858	120	17,832	192	3,275	
1859	130	18,696	199	3,689	
1860	138	17,864	194	3,585	
1861	131	19,088	189	3,388	
1862	126	18,746	195	3,767	
1863	123	18,319	185	3,408	
1864	143	18,141	199	3,899	Middlesex and London.
1865	—	20,439	176	3,682	
1866	—	19,281	165	1,952	
1867	—	19,624	162	2,257	
1868	—	19,248	181	2,976	
1869	—	24,936	206	2,020	
1870	108	26,961	211	3,066	
—	—	453,058	4,913	83,114	

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. CLAUDE HUBERT PAREZ, M.A., *late Fellow of Pembroke College Cambridge, on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CUMBERLAND *and* WESTMORELAND, *and in parts of* LANCASHIRE, NORTHUMBERLAND, *and* YORKSHIRE.

MY LORDS,

Statistics of district.

DURING the year ending 31st August 1870, I have examined 151 day schools comprising 194 departments under separate teachers; of these, three were simple inspection cases, in which no grant was claimable. The number of evening schools, though still small, has increased considerably; I myself examined three, and 11 others have obtained a grant under the new rules allowing the examination to be conducted by the managers. In the year ending 31st August 1868 only nine evening schools received a grant. The total number of departments of day schools on my annual grant list is now (31st August 1870) 195; during the year ending 31st August 1868 the grants to day schools amounted to 5858*l.* 0*s.* 7*d.* and those to evening schools 79*l.* 5*s.*, and the number of children for whom a grant was claimed was 8671; the corresponding grants for the past year are 7085*l.* 18*s.* 8*d.* and 101*l.* 11*s.* 5*d.* respectively, while the number of children is 10,207; these figures indicate a considerable advance in the education of the district during the last two years.

Advance in education.

Statistics of Inspector's employment.

My time has been employed thus :—

	Days.
Inspection of schools	166
Travelling	5½
Revising school papers, reporting, and correspondence	51½
Holding collective examinations of pupil-teachers	9
Revising papers of pupil-teachers	9
Holding examinations at the Training College	10
Revising papers of candidates for certificates &c.	13
Sundays, &c.	55
Vacation and private business	46
	365

Less prejudice against Government system;

but still a good deal of inactivity.

The prejudice against the Government system which has prevailed somewhat in these parts is gradually, if slowly, dying away, and the inactivity in the cause of education which in certain neighbourhoods has presented a Philistine resistance to improvement is diminishing; there are however still places on the map, upon which I could lay my finger at once, where the educational appliances are unmistakeably deficient, and where it would have been long before persons of influence would have been quickened to undertake any serious action without such a cogent stimulus as is supplied by the new Education Act. My district however contains but few towns and no large ones, and it is probable therefore that the compulsory powers of the Act will be less in requisition in it than in most parts of England. In the diocese of Carlisle, which comprises very nearly all Cumberland, and the whole of Westmoreland and Lancashire north of Morecambe Bay, the system of diocesan inspection which has been in force for several years gives facilities for the collection of statistics both as regards school accommodation and efficiency of instruction, by which the diocesan society will be the better enabled to meet readily the requirements of the new Act, and to preclude the necessity in many places of putting into force

Readiness to meet the requirements of the new Act.

the compulsory clauses for the establishment of schools. This I cannot but regard as a very great advantage, since the intelligent interest of landowners and other influential persons is sure to be in every way more beneficial than the reluctant movement of a board bent upon economy.

Newton Arlosh union of schools; is now defunct, but has done great and permanent good.

The Newton Arlosh Union of Schools, the second which has been formed and successfully carried out in my district, is now defunct, but not until it has been the cause of the erection of a new school building in one place, while the other five have been repaired and equipped with all the necessary apparatus, and two if not three have been placed under certificated teachers and will claim annual grants in the ordinary way. Looking to these results and to the improvement in the quality of the education, and to the similar success of the former union, I conclude that the grouping system acts very beneficially when fairly tried, and I rejoice to hear that in spite of the conditions by which its action still continues to be hampered and restricted, the relaxation of which I ventured to advocate in my last report, it still seems destined to do good in this neighbourhood. The superintending teacher has been judicious and unremitting in his efforts.

The results of the last examination of the Newton Arlosh Union are given in the following table :—

	Average attendance.	Presented for examination.	Passed in		
			Reading.	Writing.	Arithmetic.
Newton Arlosh -	31	26	23	21	18
Aldoth, Abbey Holme	30	27	25	27	25
St. Cuthbert's -	28	8	8	7	4
Tallantire - -	27	21	19	20	14
Fingland - -	25	22	21	19	15
Torpenhow - -	48	37	36	36	28
Totals -	189	141	132	130	104
Per-centage of those presented.	—	—	92·6	92·2	73·7

At Newton Arlosh the religious knowledge was very unsatisfactory, but the extra grant was earned there for proficiency in geography, and would also have been earned at Aldoth if more children had been presented in the higher standards.

Recommend relaxation in conditions of grouping scheme;

The success with which the scheme has been attended leads me to renew at this important crisis, when so many uncertificated teachers are to be to some extent recognised, the recommendation which I made two years ago, that before Her Majesty's inspector is sent on his errand among such teachers, an ambulatory teacher should first be sent who should give them a sort of quasi-training and put them in the way of understanding the government methods and requirements; without some such preliminary assistance, I am confident that in many cases the inspector's official visit would be made to no purpose.

specially to meet the temporary lack of good teachers.

No school is to be recognised by the new Act which does not besides having suitable accommodation also supply "efficient" elementary education. Now nothing is more clear than that the small schools in many country districts do not, and if left to themselves, *cannot*, supply this efficient instruction; and not only so, but it is likewise impossible that an adequate supply of really good teachers can be in any way speedily obtained; even if a school board were established, it would be powerless to produce this result; but it has been clearly shown by the

results of the grouping system when well worked, as it has been in this district, that under the superintendence and with the help of an active and judicious ambulatory master, teachers who are themselves untrained and unqualified do produce satisfactory results and give really efficient education of an elementary kind. I regard the scheme, of course, as merely a temporary expedient, and expect it naturally to fall into disuse as the supply of teaching power in the country comes up gradually to the demand; but during the interval that must elapse before such a state of things has come about, it appears to be the best if not the only means of tiding us over the present difficulties. In order however to be made effectual to any great extent for this purpose, the restrictions now existing, and made while a possibility yet remained of replacing inefficient teachers, and while the drain upon the teaching power was not so great, would have to be materially relaxed.

Health of young female teachers.

At a time when the number of teachers is certain to be augmented, and their duties are likely to become more onerous than ever, and when the class of teachers is likely to be chiefly replenished, as is the case in America, from the weaker sex, it is opportune to take into serious consideration the health of young female teachers. The duties which are imposed upon these young girls are for their age very serious; from five to six hours a day on five days of the week they are employed in teaching, and their attention is kept on the stretch by the management of large classes; for at least an hour daily they are receiving instruction from the principal teacher, and a considerable amount of time must also be devoted by them to private study in the preparation of their lessons, so that but little time remains for health-giving recreation, while the rougher exercises by which their colleagues of the other sex are wont to counteract the sedentariness of their pursuit are denied to them; and when it is considered that these duties come upon them just when they are growing into womanhood, before their strength is fully developed, and when the health is apt to be delicate, it will not be matter of surprise that stooping backs and bowed shoulders are very prevalent among them. I cannot help thinking that callisthenics ought to be more generally adopted, and I should like to see some inquiry made in Form IX. as to the means provided by managers for the preservation of the health of the younger teachers.

Appointment to masterships of endowed schools.

It is much to be desired that in the appointment of teachers of small endowed schools the sanction of some disinterested controlling authority should hereafter be made necessary; unless some such stringent measure be adopted it is certain that these charities will continue to be abused, more especially as schools of this kind very often lie in remote country places, where the proceedings of the trustees are not likely to be brought conspicuously before the public. An instance of such abuse recently came under my notice; the school to which I refer has a considerable endowment and professes to be an elementary school, but as it receives no annual grant it does not fall within the scope of the 75th clause of the Education Act; some little time ago the mastership became vacant, the trustees advertised for a successor as if they were really intending to select the most suitable candidates, and in consequence several certificated teachers applied for the post; in the immediate neighbourhood however, it appeared to be well known that the decision of the trustees was pratically predetermined, and the event was that the appointment was given to a person who was connected with the locality by marriage, and whose misfortunes in business, added to a domestic calamity, excited the sympathy of his friends: a very respectable person indeed but utterly unfit to undertake the duties of a schoolmaster, having never had any kind of training for that profession, and having been employed in com-

mercial business till within a few months of his being preferred to the mastership of this school. It is surprising to find a case of this kind occurring after all the outcry that has been caused by recent revelations, but the fact that it has occurred makes it all the more evident that the only remedy for such abuses is the active supervision of some disinterested authority.

Art. 4. In the revision of the Code which is impending, it would be a great relief if Art. 4 with the corresponding supplementary rules could be expunged. I find it to be often a delicate and difficult matter for managers to decide whether a parent a little raised above the rank of a common labourer ought or ought not to be required to pay the full amount for the education of his children; a great deal of time and trouble is spent on explaining to uninitiated managers what the question is they have to decide; and after all the rule acts somewhat unfairly, for while some are not so conscientious as they ought to be, instances of over-scrupulous managers taxing themselves unreasonably are not unknown. In its inquisitorial nature and its practical inequality, the extra burden bears great resemblance to the income tax, while really its importance is excessively trifling. The number of passes, *e.g.*, upon examination in day schools of all kinds throughout England and Wales, for which payment has been deducted on this account during the year ending 31 Aug. 1869, was 16,270, out of a total of 1,779,095 or less than 1 per cent., the number of non-examination passes, *i.e.* for infants, is 595 out of 219,970, or less than 3 per cent., while the grants upon average attendance which have been deducted are 9,638, out of 1,062,999, or not quite 1 per cent. So that the total amount of grant actually deducted will be found to be the trifling sum of 4,290*l.* 6*s.* 2*d.* out of 524,795*l.* 7*s.* 8*d.*, or about four-fifths of a pound per cent. But whatever objections exist to the deduction at present will be greatly increased by the Education Bill. For where a rate is levied, it can hardly be right to lay a heavier tax upon the classes on whose account the deduction is made, and at the same time to make them pay a larger school fee. And if the difference is given up in rate aided schools, it will scarcely be contended for in voluntary ones.

Statistics of additional grant. The statistics relating to the additional grant for successful instruction in subjects beyond the "3 R's" subject to certain prescribed conditions are in my district as follows:—

The grant has been claimed altogether, either the whole grant depending on the success of one-fifth of the number of children in average attendance in passing a good examination (§ 1 of the original Minute), or the portion allowed for children who have passed the 6th Standard, and now acquit themselves creditably in some higher subject (§ of the original Minute) 95 times.

In 63 cases for geography.
„ 15 „ „ grammar.
„ 5 „ „ higher arithmetic.
„ 2 „ „ history.
„ 1 „ „ algebra.
„ 9 „ „ several subjects combined.

In 68 cases out of the 95, the grant was recommended subject to the fulfilment of the prescribed conditions, and in 27 was lost through want of merit.

In 9 cases out of 68 in which the grant was recommended, it was lost entirely through non-fulfilment of the requisite conditions, and in 10 more only the portion of the grant allowed under § 2 was obtained for the same reason, and that portion it must be remembered is but a

trifle, compared with the whole grant obtainable. In 19 cases out of the 68 where the instruction had been successful, *i.e.*, in more than 25 per cent., more or less disappointment was caused through the operation of the prescribed conditions. Sometimes the proficiency in the extra subject was such as to elicit very strong commendations, but the inexorable statistics arose to forbid the expected reward of the teacher's industry and zeal. Several teachers have been deterred from trying for this grant through fear of being thus disappointed, and more I fear will be deterred hereafter. The conditions prescribed are often not in their power to fulfil, and sometimes a teacher works on in hope of being able to comply with them, puts his shoulder to the wheel, works hard and produces satisfactory results, so far as proficiency of the scholars is concerned, but a few children leave the neighbourhood or go to work shortly before the inspection, and so the first class dwindles down in spite of all he can do, and he is disheartened at finding that one of the numerical conditions has failed and his laudable efforts are unrewarded. Where the population is a fluctuating one, it is often impossible to make the number of children who have attended 200 times in the year compare favourably with the average attendance; and again in country districts, where children are called off to field work at an early age, the ranks of the higher classes in the school cannot be well filled up. That this should be so is no doubt a fault in our social system, but it is hard that a penalty should fall in consequence upon the hard working and deserving teacher, as it practically does.

The conditions to which it is subject too stringent.

The attendance at school, however, in this district is more regular than in the country generally, or rather perhaps it should be said, that the children go to school here at a later age and remain to a later one without so much fluctuation.

This will be seen by the following comparative tables :—

Comparison of statistics of attendance in this district with those for England and Wales generally.

I. Per-centage of Children on School Registers in Church of England Schools in—

—	Under 4 years old.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
1. England and Wales.	7·36	9·09	11·11	11·34	11·77	11·84	11·25	9·59	7·56	5·32	2·52	1·25
2. This district -	4·72	7·49	10·51	11·22	11·55	11·45	11·13	10·42	8·29	6·53	4·05	2·59

II. The Number that have been in the same School,—

—	Less than a Year.	One Year.	Two Years.	Three Years.	Four Years.	Five or more Years.
In England and Wales is	41·12	23·04	14·77	9·35	5·66	6·06
In this district -	39·13	21·19	14·76	9·83	6·60	7·96

The regulation which forbids an assistant teacher, who has completed a full apprenticeship as pupil-teacher, to take charge of one portion of a school except under the supervision as well as the general superintendence of the principal teacher seems to me, I must confess, needlessly cautious. In fact, the distinction between supervision and superintendence, between a class-room which may be considered as belonging to the principal room, and one which may not, is practically found to be a very delicate

Assistant teachers do not need constant supervision.

one, and can only be maintained sometimes by an arbitrary criterion. In such a matter dependence might, I think, be more fully placed on the discretion of the managers and the head teacher, subject to the usual report by the Inspector that the duties of the assistant teacher are efficiently performed.

Bad ventilation of class-rooms.

Class-rooms are often badly ventilated, and that too even in schools which have been aided by a Government grant. A large number of infants is often thrust into a comparatively small class-room, the windows of which are so placed, that when opened they throw an intolerable draught upon the heads of the poor little children. Consequently, they are not opened and no fresh air is admitted. Ventilation by other means than by windows ought always to be secured in a class-room, and more liberally than in the principal room.

In concluding this report, I cannot but express my extreme regret that an inquiry into the character of the religious instruction is no longer to form part of the duties of Her Majesty's Inspectors. The loss of that portion of the Inspector's work which rendered it suitable for a clergyman to undertake, is of course painful to anyone who has not lost the sense of the obligation of Holy Orders; and my own opinion is, that the change is not likely to be beneficial to the general tone or to the intellectual character of the instruction of our schools.

I have the honour to be, &c.

CLAUDE H. PAREZ.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. H. ADAIR PICKARD, M.A., late Student of Christ Church, Oxford, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* YORK.

MY LORDS, January 1871.

I HAVE the honour to present to your Lordships my general report on the state of the schools I have inspected in my district during the year ending August 31st, 1870.

District. During the period to which this report refers no change has taken place in the geographical area which is assigned to me. It contains the towns of Leeds, Wakefield, Barnsley, Keighley, Skipton, Settle, Tadcaster, and a large number of smaller places, the inhabitants of which are employed in agriculture, mining, or manufactures of various kinds.

Unsatisfactory state of schools under uncertificated teachers. My time has been principally occupied in the inspection of schools which receive annual grants. I have also visited a few under uncertificated teachers. The state of these schools is generally unsatisfactory, and I only observe a slight improvement, if any, when I revisit them.

Work of inspector. The following table will show in what manner I was employed during the year ending September 30th, 1870:—

Inspecting Elementary Schools.	Holding Collective Examinations of Pupil-Teachers.	Revising Papers of		Correspondence, Reporting, or other Employment.	Vacation, Private Business, Sundays, &c.
		Pupil-Teachers.	Candidates for Certificates.		
Days - 183	8	3	11	54	106

Statistics. The number of children present at inspection was 27,234, out of 33,302 who were on the school registers, but only 14,829 were presented for examination. 4,077 infants under six were inspected, and 108 being deducted as not fulfilling articles of the Revised Code, 6*s.* 6*d.* was paid on each of the 3,969 who had made 200 attendances during the year preceding my visit.

Half-timers. For 12 half-timers who had satisfied me by passing in reading, writing, and arithmetic according to the highest Standard (Art. 48) the grant of 8*s.* was claimed under Art. 47*b.* without any examination, but simply because they had continued to attend school under a half-time Act, and had made 100 attendances during the year.

If they had been presented in the former examination under the 6th Standard, but had not passed, the managers were allowed to offer them again in the 6th Standard, or to present them for examination in some specific subject of secular instruction provided for in the time-tables of the school in use throughout the past year beyond Standard VI. (Art. 46*b.*)

Night schools. Night schools are attached to 56 departments in my district, and 1,597 scholars were examined, chiefly by the managers, under Arts. 142–149.

The managers passed 1,465 in reading, and after looking over their papers I passed 1,311 in writing and 1,330 in arithmetic. 553*l.* 2*s.* 7*d.* was granted to the managers as the result of these examinations.

Ages of children on registers.

The ages of the 33,302 children mentioned above will be seen from the following table:—

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2,276	3,000	3,544	3,774	3,860	3,890	3,918	3,436	2,747	1,837	723	297

Stay at school.

And it further appears that there have remained in the same school—

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
14,233	7,621	4,814	2,652	1,629	1,933

Unsatisfactory state of education so long as children are irregular in their attendance and please themselves as to whether they will go to school or stay away.

This is the most unsatisfactory part of my report, and I await with much interest the results of any steps which may be taken by a school board to enforce regularity of attendance. The education of children cannot be satisfactory so long as they are allowed to absent themselves from school on the most frivolous pretences, to change from one school to another without any reason whatever, and to cease to attend school altogether when they can obtain any sort of employment.

Cost of education.

The average cost of the education of each scholar in attendance in the annual grant schools is 1*l.* 5*s.* 11½*d.*, while in the simple inspection schools it is 1*l.* 8*s.* 1½*d.*

Income and expenditure of annual grant schools in district.

The annual income of the above annual grant schools is 29,237*l.* 6*s.* 7*d.* Of this sum 1,219*l.* 15*s.* 5*d.* is derived from endowments, 5,707*l.* 3*s.* 3*d.* from voluntary contributions, 11,738*l.* 1*s.* 4*d.* from school pence, 10,124*l.* 13*s.* 6*d.* from capitation grants, and 447*l.* 13*s.* 1*d.* from other sources.

The expenditure for salaries is returned as 23,623*l.* 10*s.*, for books and apparatus 1,124*l.* 9*s.* 9*d.*, and for miscellaneous purposes 4,680*l.* 7*s.* 11*d.*

Income of certificated teachers.

That the certificated teachers in my district are well paid will appear from the following comparison of the salaries as returned in 190 departments out of the 217 on which I am now reporting.

Average pecuniary emoluments, including all professional sources of income, of—

——	Masters.	Mistresses.	Infants' Mistresses.
	£ s. d.	£ s. d.	£ s. d.
In Great Britain -	93 5 7	57 1 0	55 5 11
In my district - -	98 14 4	62 17 2	53 13 6

The number on which average is taken:—masters, 115; mistresses, 48; infants' mistresses, 27.

The average number provided with house or living rent free is about the same as it is throughout Great Britain, but I have no exact returns on this head.

The 190 departments have been subdivided by me into—

—	(*a.*) Boys.	(*b.*) Mixed under a Master.	(*c.*) Girls. *	(*d.*) Infants.	(*e.*) Mixed under a Mistress.
Number of departments	48	67	39	27	9
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Highest salary	180 0 0	160 0 0	120 15 0	96 17 7	63 0 11
Lowest salary	60 0 0	43 17 8	30 0 0	30 0 0	37 1 11

In (*a.*) 19 receive more than 100*l.*; 9 less than 80*l.*
In (*b.*) 27 „ „ 100*l.*; 15 „ 80*l.*
In (*c.*) 7 „ „ 80*l.*; 15 „ 60*l.*
In (*d.*) 15 „ „ 50*l.*; 6 „ 45*l.*

Number of teachers in district steadily increasing.

I rejoice to say that the number of schools under certificated teachers is steadily on the increase. I find that 236 masters and mistresses are now employed in my district. They are assisted by 34 ex-pupil-teachers and 241 pupil-teachers.

Places at which pupil-teachers' examinations were held, and general result of those examinations.

In the year ending June 30th, 1869, 252 pupil-teachers and candidates offered themselves for examination. In the next year the number was 276, as will be seen from the following table.

I have held examinations of pupil-teachers and candidates at these places. The table shows the number of boys and girls, or pupil-teachers and candidates.

—	Boys.	Girls.	—	Pupil Teachers.	Candidates.	Total.
Bingley	2	3	Or	3	2	5
Worsboro' Dale	3	1	„	2	2	4
St. John's, Leeds	16	30	„	32	14	46
Keighley	11	5	„	11	5	16
Wakefield	7	24	„	19	12	31
Long Marston	2	—	„	1	1	2
Horbury	16	7	„	11	12	23
Settle	4	1	„	5	—	5
Barwick	3	—	„	2	1	3
Kildwick	13	4	„	15	2	17
St. Peter's, Leeds	62	62	„	94	30	124
	139	137	„	195	81	276

Of these 11 passed a very good examination, 15 a very fair, and 22 a satisfactory examination. 80 passed without serious fault; but the majority, 148, passed an unsatisfactory examination, or failed entirely.

It is very satisfactory to see that the number of boys presented exceeds the number of girls. This is probably owing to Mr. Corry's Minute of 20th February 1867, to which the cause of education owes so much.

* In my classification I have unintentionally varied from that of the Education Department, for in the returns sent to me there are only 26 girls' departments mentioned. I suppose that, when in any institution separately managed, there are only two departments, one for boys and the other for girls and infants, the latter is considered to be a mixed school under a mistress, whereas I have looked upon it as a girls' school.

A very wholesome spirit of emulation exists among the pupil-teachers in my district, who are anxious to be placed in my first class. I give the names of the successful candidates, and also hope the managers of the schools in which they are employed will reward them for their ability and diligence.

Class list of pupil-teachers who deserve special praise.

FIRST CLASS of PUPIL-TEACHERS examined during the year ending 30th June 1870.*

M. Tatham, Keighley.
A. Pike, Harewood.
James Blakey, St. Luke's, Leeds.
Alfred Ridge, St. Mary's, Leeds.
George Wade, Messrs. Marshall's Factory.
W. J. Dickinson, ditto.
George Hamlett, Messrs. Marshall's Factory.
Eliza Chandler, ditto.
Elizabeth Fossick, ditto.
Emily T. Palin, ditto.
Betty N. Kitching, ditto.

In the year ending 30th June 1869 I considered the following worthy of the same honour :—

W. E. Bentley, St. George's, Leeds.
Thomas Rothery, ditto.
W. Harrison, St. Andrew's, Leeds.
George Wade, Messrs. Marshall's Factory.
William Hewitt, ditto.
George Hamlett, ditto.
W. J. Dickinson, Messrs. Marshall's Factory.
Betty N. Kitching, ditto.
Martha Sidebottom, Trinity, Wakefield.
James Blakey, St. Luke's, Leeds.
James H. Broscomb, St. Peter's, Leeds.

Of these, in the Christmas examination of 1868, Martha Sidebottom was placed third in the first class of females, and W. Harrison obtained the fifteenth place among the males; and in the Christmas examination of 1869 J. H. Broscomb was third, and W. E. Bentley thirtieth in the first class. Isabella Darnbro, from the Farnley Iron Works school, also deserves mention here, as she was placed fourth in the first class of females in this Christmas examination; and Alfred Boyle, from St. John Baptist's school, Leeds, obtained the ninth place on the class list in the examination for admission held in Christmas 1868.

It appears to me that I shall best fulfil the instructions issued to me —"to confine myself to the state of the schools under my inspection, "and to practical suggestions for their improvement"—if I dismiss the various interesting problems connected with education to which the attention of the public has been recently drawn, and proceed to give, so far as is possible, an accurate account of the state of the schools in my district.

Annual grant schools in district divided into three classes.

For this purpose I have divided them into three classes, and have mentioned them in the order in which I inspected them, beginning with those visited in September 1869, and ending with those which I saw in July 1870.

First class.

The rules by which I have been guided in admitting any department into my first class are, that in elementary secular knowledge 90 per cent. of possible passes must have been gained; that an undue number of those qualified by attendance must not have been withdrawn from examination; that the general intelligence as shown by answers to questions on religious knowledge must have been satisfactory, and that no complaint must have been made against the discipline of the school.

* The order of the names has no signification whatever.

Some schools have been admitted into this class in cases where only 80 per cent. of possible passes have been obtained, but there has always been some special excellence to justify their admission.

In the second class are arranged in the same order those schools which obtained not less than 70 per cent. of possible passes in reading, writing, and arithmetic, and which were in no way blamed for inefficiency; while the third class contains only 48 departments, about 25 of which, if examined at the time I am writing, would be entitled to removal into a higher class. Second class. Third class.

In very few of them is it the fault of the teacher or of the managers that I am obliged to refuse to call their state satisfactory, and there are none of which I can say that I see no reason to hope for improvement.

In making out the statistical returns I have had the able assistance of Mr. Taylor, who continues to deserve the praise which has hitherto been bestowed upon him. Inspector's assistant.

CLASS I. (60 Departments).

Name of School.	Average Attendance.	Qualified for Examination.	Presented for Examination.	Per-centage of Passes in R., W., A.	Remarks.
Buckden, M.	39	39	33	93·9	Received increase of grant under Art. 54.
Leeds, St. Andrew's, G.	68	53	48	89·6	Needlework and intelligence good.
" St. John's, B.	74	70	64	91·1	—
" " G.	51	38	35	94·2	—
" " I.	99	19	18	96·3	—
Bramley, G.	145	75	68	90·7	Received extra grant under Art. 46 *b*.
Leeds, St. Simon's, B.	218	188	133	96·9	Received extra grant under Art. 46 *b*., and acquitted themselves very creditably throughout.
" " G.	155	74	60	91·6	—
" St. Peter's Square, M.*	64	69	61	90·1	—
Harewood, M.	119	125	107	82·2	Very good in needlework; good in geography, grammar, history, and music. Received extra grant under Art. 54.
Holbeck, St. Matthew's, I.	82	25	10	96·6	—
Boston Spa, M.	107	111	91	92·6	Very good in needlework; good in geography and religious knowledge. Staff of teachers insufficient for Art. 54. Received extra grant under Art. 46 *b*.
Thornes Lane, Wakefield, M.	85	92	75	92·	Very good in needlework.
Green Coat Charity, Wakefield, B.	128	120	113	92·	—
St. Mary's, Barnsley, I.	168	57	42	91·2	—
Kingston Place, Barnsley, I.	99	56	49	93·8	—
Altofts (Normanton), M.	141	142	127	96·	Great praise for needlework, and also for general intelligence.
Long Marston, M.	67	55	42	93·6	Received extra grant under Art. 54.
Lofthouse, M.	211	170	143	92·7	Has improved vastly since my first visit.
Settle, M.	102	115	89	86·8	Received extra grant under Art. 54.
Horbury Bridge, M.	98	70	69	93·7	—
Giggleswick, M.	89	83	63	92·	Geography and history very well taught, but as there is no pupil-teacher extra grant can only be claimed under Art. 46 *b*., and not under Art. 54.
Tosside, M.	31	32	30	91·1	Inspected for the first time.
Appleton Roebuck, M.	59	72	49	91·1	Received extra grant under Art. 54.
Horbury, M.	148	167	152	95·8	—
Walton (Wakefield), M.	118	110	95	98·2	One of the best schools I ever visited. Needlework excellent. Cooking taught. Received extra grant under Art. 54. Would have received extra grant under Art. 54 but for endowment.
Sandal Endowed, B.	46	40	36	95·3	One of the best schools in the district.
Birstwith, M.	59	52	38	93·2	Needlework and intelligence very good. Received extra grant under Art. 54.
Langcliffe, M.*	67	68	56	94·6	—
Coniston Cold, M.	44	51	44	90·1	Received extra grant under Art. 54.
Sherburn Endowed, B.	No returns received from Council Office.				A very good school, under a certificated teacher.

* Mixed under mistress.

Name of School.	Average Attendance.	Qualified for Examination.	Presented for Examination.	Per-centage of Passes in R., W., A.	Remarks.
Barwick, M.	95	94	83	87·9	Needlework good. Received extra grant under Art. 46 *b*.
Thornton, M.*	33	31	29	91·9	
Addingham, M.	86	110	105	90·8	Received extra grant under Art. 46 *b*.
Leathley, M.	34	30	23	98·5	
Crigglestone, M.	142	126	102	95·7	Needlework very good, and intelligence remarkable.
Seacroft, M.	140	96	78	94·4	Needlework excellent. Received extra grant under Art. 46 *b*.
Barnoldswick, M.	100	130	106	93·	Received extra grant under Art. 54.
Carleton Endowed, B.	59	80	78	94·8	Marvellous improvement in both these schools since my last report.
Carleton, M.*	81	44	42	93·6	
Leeds, St. Luke's, B.	185	180	145	85·2	Pupil-teachers very well taught. Intelligence of boys very good. Received extra grant under Art. 46 *b*.
„ St. Mark's, B.	177	175	150	88·6	Intelligence of boys remarkable.
„ „ G.	89	81	68	93·1	Received extra grant under Art. 46 *b*.
„ „ I.	145	60	41	98·3	
„ St. Peter's, B.	297	295	236	82·6	Received extra grant under Art. 54.
„ „ I.	179	82	64	94·8	
„ St. Matthew's, I.	121	34	30	97·7	
„ St. George's, B.	222	237	185	86·1	Many boys remarkable for intelligence. Received extra grant under Art. 54.
„ „ G.	116	108	83	87·5	Received extra grant under Art. 46 *b*.
„ St. Jude's, B.	112	126	117	84·	„ „ „ Art. 54.
Horsforth, M.	98	93	77	86·1	„ „ „ „
Headingley, M.	127	133	99	84·7	„ „ „ Art. 46 *b*.
Messrs. Marshall's Factory School, Little Holbeck, Leeds, B.	427	561	504	89·6	Intelligence of half-timers very remarkable. Received extra grant under Art. 46 *b*.
„ „ „ G.	247	318	307	90·	Needlework good. Received extra grant under Art. 46 *b*.
„ „ „ I.	194	117	113	87·	Discipline and intelligence very good.
Farnley Iron Works, B.	93	99	92	96·7	Intelligence very good. Received extra grant under Art. 54.
„ „ G.	64	65	52	83·3	Needlework very good. Received extra grant under Art. 46 *b*.
Rawdon, B.	59	62	55	89·1	Received extra grant under Art. 54.
Elsecar, I.	99	25	25	94·6	
Worsborough Dale, B.	147	127	112	91·3	Received extra grant under Art. 46 *b*.

CLASS II. (109 Departments).

Leeds, St. Paul's, B.	63	66	58	84·5	
„ „ I.	79	23	21	71·4	
„ St. Andrew's, B.	134	143	124	76·	Received extra grant under Art. 54.
„ „ I.	166	66	40	82·5	
„ All Saints', B.	73	85	79	77·2	Received extra grant under Art. 46 *b*.
„ Christ Church, B.	91	85	64	87·5	
„ St. Michael's, B.	103	102	79	85·6	
„ „ G.	118	57	39	76·	
Bramley, B.	120	135	112	82·1	Great improvement since Mr. Ramsay was appointed master.
Meanwood, M.	77	99	89	74·9	
„ I.	83	30	26	79·5	
Oulton, G.	44	54	46	82·6	A boys' school under a certificated master has since been opened.
„ I.	69	49	13	87·1	
Otley, M.	117	91	63	77·7	Received extra grant under Art. 46 *b*.
Leeds, St. Peter's Square, I.	92	24	14	100·0	
Rothwell, B.	82	87	70	83·3	
„ I.	123	40	28	89·2	
Baildon, M.	106	65	53	87·4	Great improvement visible.
Keighley, B.	287	489	367	80·6	Received extra grant under Art. 54.
„ G.	168	—	218	75·7	The number qualified considerably exceeded the number presented.
Ingrow, G.	56	97	73	74·4	
Wakefield, St. Andrew's, B.	45	50	41	90·2	School re-opened after being closed many years.
„ Thornes Lane, I.	112	44	20	93·3	
„ All Saints', B.	58	46	38	81·5	Excellent new rooms for all departments.
„ „ G.	187	60	52	84·6	Infants' department now completely separated.
„ „ I.					

* Mixed under mistress.

Name of School.	Average Attendance.	Qualified for Examination.	Presented for Examination.	Per-centage of Passes in R., W., & A.	Remarks.
Wakefield, St. Mary's, M.	189	94	84	78·9	Attendance remarkably regular. Needlework very good.
" Trinity, B.	129	133	117	79·4	Received extra grant under Art. 46 *b*.
Barnsley, St. John's, G.	60	50	48	74·3	—
" " I.	164	29	23	71·	School very crowded.
" St. George's, B.	187	188	168	82·5	—
" " G.	101	106	80	88·7	Needlework good.
" " I.	147	65	43	79·8	—
Gawber, M.	101	69	60	83·8	—
Middleton, M.	66	53	37	69·3	Great improvement since Mr. Kettlewell was appointed master.
Tadcaster, B.	72	50	36	82·4	—
Ulleskelf, B.	58	48	39	84·6	—
Wrenthorpe, M.*	42	19	14	88·1	First time that a grant has been claimed.
Ardsley, M.	64	69	65	76·9	—
" I.	53	31	26	94·8	—
Alverthorpe, M.	105	88	77	82·2	Received extra grant under Art. 46 *b*.
Armley, B.	134	131	106	87·7	Good start made here.
" G.	98	81	70	89·	—
Gildersome, M.	67	63	53	86·1	First time grant has been claimed.
Roystone, M.	60	38	33	87·8	—
Sharlston, M.*	53	40	35	70·4	—
Horbury, I.	79	—	10	36·6	—
Sandal, G.	76	51	51	84·3	—
Thorner, M.	45	35	29	70·1	—
Aberford, M.	81	82	59	93·7	—
Gargrave, B.	66	79	67	89·	—
" I.	46	8	7	90·4	—
Westhouse Endowed, B.	31	31	31	86·	Upper part of school well taught; lower part neglected.
Burton Endowed, B.	40	46	44	90·1	—
" " G.	37	43	36	88·8	Teacher uncertificated.
Ingleton, M.	119	131	118	80·8	Received extra grant under Art. 46 *b*.
Clapham, M.	64	58	38	87·7	Needlework very good. Received extra grant under Art. 46 *b*.
Riddlesden, M.	62	68	61	74·8	—
Sutton, M.	197	254	168	76·9	Received extra grant under Art. 46 *b*.
Woolley, M.	59	52	48	83·3	—
Haworth, B.	58	90	82	78·	—
" G.	84	103	91	89·	—
Oxenhope, M.	44	58	54	77·1	—
Embsay, M.	93	93	58	74·1	—
Cononley, M.	49	50	47	82·2	—
Skipton, M.	79	103	93	72·	Received extra grant under Art. 46 *b*.
Oakworth, M.	108	153	106	81·4	" " " Art. 54.
Leeds, St. Philip's, B.	98	96	78	78·2	—
" " G.	85	47	37	84·7	—
Skipton, Christ Church, M.	79	62	53	87·4	Greatly improved.
Templenewsam, M.	142	128	75	88·4	Needlework good.
Walton (Tadcaster), M.	43	40	27	87·6	Received extra grant under Art. 54.
Kirkstall, G.	89	93	75	82·6	Needlework very good.
" I.	84	32	18	81·4	—
Burley (Leeds), B.	92	92	68	78·4	Received extra grant under Art. 46 *b*.
" " G.	108	56	39	82·	Needlework very good.
Leeds, St. Mary's, B.	140	126	91	85·7	—
" " G.	184	80	70	78·5	Suffers from want of a large infant school.
" " I.	51	22	15	97·7	Teacher painstaking, but only possessed of pretty fair abilities.
" St. James', B.	80	67	64	79·7	—
" St. Luke's, G.	143	85	58	79·3	Suffers from want of an infant school.
" New Wortley, B.	86	96	81	78·1	—
" " I.	105	27	14	92·8	—
" St. Peter's, G.	191	137	154	74·2	Needlework good.
" St. John Baptist's, B.	100	86	69	80·6	—
" St. Matthew's, B.	148	155	146	82·4	Received extra grant under Art. 46 *b*.
" " G.	86	83	66	87·8	—
" St. George's, I.	154	66	49	78·2	—
" St. Jude's, G.	44	42	38	80·7	—
" " I.	84	20	20	95·	—
" St. Mary's, Hunslet, B.	132	161	119	86·	—
" " " G.	124	171	106	85·2	—
" " " I.	156	35	25	88·	—
" St. Saviour's, B.	101	107	78	88·8	—
Manston, M.	74	51	50	73·3	—

* Mixed under mistress.

Name of School.	Average Attendance.	Qualified for Examination.	Presented for Examination.	Per-centage of Passes in R., W., A.	Remarks.
Leeds, St. Stephen's, B.	135	102	74	88·3	Received extra grant under Art. 46 *b*.
" " G. and I.	196	101	76	88·6	Suffers from want of an infant school.
Farnley Ironworks, I.	103	51	38	86·8	—
Rawdon, G.	62	25	20	83·3	—
Elsecar, M.	104	111	88	73·8	Received extra grant under Art. 46 *b*.
West Bretton, M.	73	61	55	80·6	—
Flockton, M.	99	75	64	95·3	Boys go to work in pits at so early an age that it is almost impossible to have a good first class.
East Morton, M.	86	121	105	87·	—
Blacker, M.	88	71	53	70·4	First inspection.
Guiseley, M.	94	123	102	73·8	—
Jump, M.	106	74	71	68·5	—
Monk Bretton, M.	130	124	100	83·6	—

Class III. (48 Departments).

Yeadon (Lower), M.	59	41	37	49·5	Great improvement in both these schools when inspected in 1870.
" (Upper), M.*	43	22	20	53·3	—
Leeds, St. Paul's, G.	35	26	23	59·4	—
" All Saints, G.	97	52	46	70·3	If the infants could have a certificated teacher the state of the school would greatly improve.
" Christ Church, G.	66	59	46	65·9	Great improvement visible in 1870.
" " " I.	69	—	—	—	—
Rothwell, G.	69	67	59	68·3	Needlework very good.
Burley-in-Wharfedale, M.	66	36	35	67·6	Very much improved in 1870.
Eastwood (Keighley), M.	114	186	134	39·3	—
Ingrow, B.	95	111	104	69·2	Very much improved in 1870.
Wakefield, St. John's, M.*	51	29	22	46·9	First inspection.
" St. Andrew's, G., M.*	13	21	17	56·8	" "
" " I., M.*	40	—	—		
Holbeck, St. Matthew's, M.*	64	40	35	60·9	A good boys' school started 1870.
Shadwell, M.*	27	25	19	33·3	—
Wakefield, St. Michael's, B.	86	101	67	52·2	Very much improved in 1870.
" " G., I., M.*	103	71	54	67·9	Much improved in 1870, but still suffers from the want of an infant school.
" Trinity, G.	92	96	79	66·2	Needlework good. Much improved in 1870.
Barnsley, St. Mary's, B.	79	77	71	61·	Very much improved in 1870.
" " G.	138	135	109	68·5	Much improved in 1870. Needlework good.
" Hoyle Mill, M.*	123	46	18	20·3	Reorganized as a school for infants, and in a very fair state of efficiency.
Normanton, M.	127	97	79	54·0	—
Dodworth, G.	69	80	68	64·7	—
" I.	77	17	15	55·5	—
Outwood, M.	74	62	57	69·	—
Heath, M.	71	65	47	68·1	Received extra grant under Art. 46 *b*.
Stanley, M.	121	109	87	67·8	" " " "
Bramham, M.	74	57	41	60·9	—
Gargrave, G.	42	47	39	54·7	—
Bracewell, M.	17	17	17	56·8	—
Kildwick, M.	70	87	80	40·4	—
Silsden, M.	110	150	118	68·3	—
Grassington, M.*	47	25	20	58·3	—
Skipton, I.	57	18	8	66·6	—
Kirkstall, B.	170	190	142	63·8	Received extra grant under Art. 46 *b*.
Leeds, St. James', G., I.	111	72	34	59·8	—
" New Wortley, G.	67	69	55	68·5	—
" St. John Baptist, G.	44	61	48	65·9	Suffers from the want of a separate department for infants.
" " " I.	99	—	—		
Woodside (Horsforth), M.	103	64	60	76·6	—
Leeds, St. Saviour's, G.	69	71	60	68·3	—
" " I.	104	34	20	70·	—
" Leeds, St. Thomas', B.	69	51	35	76·2	Discipline defective.
" Leeds, St. Thomas', G., I.	66	33	31	58·	—
Bingley, G.	80	110	87	69·7	—
" I.	81	32	15	77·7	—
Stainborough, M.	82	73	55	44·2	—
Cullingworth, M.	62	59	51	53·6	First time a grant has been claimed.
Worsborough Dale, G.	85	77	58	66·6	—
Wombwell, M.	148	109	79	60·7	—

* Mixed under mistress.

Schools which obtained grants under Art. 54, or Art. 46 *b*.

It will be seen from the brief remarks which I have made, that 19 schools fulfilled every condition necessary to qualify for the receipt of the grant under Art. 54; two more were only precluded by the amount of their endowments; three mixed schools under masters had an insufficient staff of pupil-teachers, and two excellent boys' schools had so large a number in the lower Standards that one-fifth of the whole number of passes did not fall under Standards IV.–VI. In addition to the 21 above-mentioned, I was able to report in 30 departments that children had passed in some specific subject of secular instruction provided for in the time-tables of the school in use throughout the past year (Art. 17.) beyond Standard VI., though the other conditions of Art. 54. were not fulfilled. Besides these 51, I should say that there are 50 more in which the teachers regularly gave instruction beyond Art. 48., and the number of schools is annually decreasing in which the secular knowledge is confined to reading, writing, and arithmetic.

Scholars who have obtained grants under Art. 46 *b*. ineligible for presentation to satisfy Art. 54*c*

I trust I may be here allowed to express my regret at the decision communicated to me in a letter dated 7th October 1869. I inquired whether scholars who have been once examined and obtained the grant of eight shillings under Art. 46*b*. could be re-examined in a succeeding year as part of the one-fifth of the average number of scholars over six years of age (Art. 54*c*.) The answer was in the negative, though it was admitted that a scholar who had satisfied Art. 46*b*. might pass a higher or better examination under Art. 54*c*. It seems to me that if it were noted in what subject the scholar had passed under Art. 46*b*., and if at the next annual examination the minimum fifth were presented in a totally different subject, the fundamental principle of the Code embodied in Art. 46[1], whereby re-examination is prohibited, would not in anywise be violated. I cannot see that a school can be termed "stagnant" which offers a scholar for examination in grammar in 1868, and that same scholar, with 20 others, for examination in geography or history or higher arithmetic in 1869.

Reduction of grant in 15 departments.

In 14 schools, or departments of schools, the grant was reduced under Art. 52*a*. for faults of instruction, and in one department for badly kept registers, the managers themselves informing me of the errors they had noticed.

Registers.

I wish I could report with more satisfaction on the way in which the registers are kept. Admission registers have frequently been neglected. During the two years which have passed since I sent up my last report, in addition to the case just mentioned, the grant has been wholly withheld in three departments under Art. 51*d*., and in two of these cases the masters have been suspended for fraud; in another school the grant was very considerably reduced, and in another the teacher's parchment was withheld for carelessness.

It seems to me that it would be very desirable that it should be part of the duties of Her Majesty's Inspectors to visit all schools from time to time without notice, in addition to the annual visits. If all teachers knew that they were at all times liable to be inspected by one who would look after the proper keeping of the registers and log-book, instances of carelessness, not to say fraud, would more rarely occur than at present.

Log-books.

Many of the log-books in my district are kept in a manner which reflects great credit upon the teachers. Almost every one of those belonging to the 60 schools mentioned in my first class would serve as a model for a young beginner in school keeping. I have, however, taken up a log-book in which page after page contained the same entries of two words each day—"ordinary progress," or "usual lessons." At last,

while quickly turning over the leaves, I saw an entry of more than one line. I looked more closely at it; it ran, "April 1st, All Fools' Day. The boys made a fool of me."

There remain a few things about which I have to report to your Lordships, viz., the accommodation provided for the scholars in my district, and their non-attendance, their elementary secular knowledge, and their needlework. I would also say something about half-timers, about infants, about the twelfth supplementary rule, and, lastly, about religious knowledge.

School-rooms by no means full.

The number of schools actually inspected by me between 1st September 1869 and 31st August 1870 was 150, and the number of school-rooms in which separate teachers are employed was 227. Neglecting 10 of these, which were visited on account of simple inspection only, because their returns are frequently inaccurate and sometimes wanting, I find that accommodation is provided at the rate of eight square feet of superficial area per child for 35,184 children; whereas there are only 33,302 on the books and 21,631 in average attendance. Again, 27,234 were present at inspection, but only 14,829 were offered for examination. Deducting 4,077 infants and 12 half-time scholars who claimed a grant on attendance only, it appears that the managers were unable to present for examination 8,316 scholars, either because they were exceptionally dull, or, most commonly, because they had been very irregular in their attendance (*see* Appendix No. I.). Hence also, for the most part, arise the failures in the individual examination, which I must say I consider far too numerous.

Small number examined as compared with those inspected.

This generally owing to irregularity of attendance.

Centesimal proportion of passes gained in elementary secular knowledge.

Out of the 14,829 presented for examination 12,771, or 86·1 per cent., passed in reading; 12,258, or 82·6 per cent., passed in writing; and 11,194, or 75·4 per cent., passed in arithmetic. In other words, nearly one child out of every five examined failed to satisfy a simple test either in reading or in writing or in arithmetic.

Test for a pass in

It may be well in this place to state at length, for the information of the managers of the schools which will in future be examined by me, what my test is for a pass in the elementary subjects under each standard.

I.—Reading.

Reading.

In Standard I. I expect all words of three letters to be correctly named; a single sentence to be read without spelling any word, and not more than two words miscalled.

In Standard II. I expect common monosyllabic words to be named; a single sentence to be read without spelling any word, and not more than two words miscalled.

In Standard III. I expect a sentence of about four or five lines to be read without spelling any word, and not more than three words miscalled.

In the higher Standards I require two or three sentences of from four to twelve lines to be read; I allow an average of one mistake in three lines, but not more than two mistakes if a child miscalls a common word, and, when corrected, cannot name it rightly.

I regret that I am precluded by my instructions from recommending any reading books, that no quantity is prescribed as the minimum to be accepted, and that much worthless stuff is called poetry by those who present children in the 5th Standard.

I wish that I could either give extra marks for good reading combined with a knowledge of the subject-matter of the lesson read, or else deduct marks when the reading was only just passable.

I think many of my colleagues agree with me on these points.

II.—Writing and Dictation.

Writing and dictation.

In Standard I. I expect the children to write from dictation five out of eight letters, both capital and small.

In Standard II., as only one line of print is to be copied, I expect every letter to be right, and I generally select a line in which the first personal pronoun occurs, not at the beginning.

In the dictation exercises I allow four separate mistakes, though slovenly or careless writing might justify the rejection of a well-spelt exercise.

To Standard III. I give about four lines of print from the passage they have read.

To Standard IV. about six lines to write on paper.

To Standard V. six lines of poetry of the length of heroic couplets, or eight shorter lines.

To Standard VI. six or eight lines from a modern narrative.

I recommend that no "small hand" should be allowed till a child reaches the 4th Standard, and that ruled slates should be always used by those who do not write on paper.

III.—Arithmetic.

Arithmetic.

In examining Standard I. I ask the children to form or name four numbers up to 20. If after three corrections any children are unable to form the numbers properly, I ask them no questions. To the rest I give five or six questions orally on addition or subtraction, requiring no answer greater than 10; if two or three answers are promptly and correctly given I pass the child at once, but I do not allow the use of fingers or strokes on the slate, and expect one answer in subtraction to be right in which the number to be taken away is greater than 1.

In Standard II. I give three sums, one in addition of five numbers, two of which at least contain ciphers, and two in subtraction, but I do not require them to know how to put down any number beyond 9999.

I expect one of these sums to be correct, and I also require a knowledge of the multiplication table.

The best way of showing this knowledge is by doing a sum like this: 307050904 × 8 on the slate, but if the managers object to this, I ask questions orally; three answers out of ten must be correct, though the product of the factors *need* not exceed 56.

To Standard III. the sums given being short division, multiplication by a number not greater than 999, and subtraction; no number should contain more than five figures, but each number should have at least one cipher. Girls might be asked to multiply a number by 79, and divide another number by 6. Boys to multiply by 508 and divide by 9. All might be expected to take 974 from 8056.

I require the subtraction sum and one of the others to be done correctly, but if all sums are correct in method and the division or multiplication sum be free from error, I generally am satisfied.

For Standards IV., V., and VI. no slates or scribbling paper are allowed. The working of the sums must be given at length, and all calculations made at the side of the paper. Every sum is dictated by myself or my assistant.

No child can be passed unless the sums show correct knowledge of notation and of the proper method of working every sum.

Girls frequently, but not always, are allowed to have easier sums than boys.

The following are fair examples of the sums set :—

In Standard IV.

For Boys.		For Girls.	
	£ s. d.		£ s. d.
(1.)	From 51,000 0 0	(1.)	From 9,300 14 0¼
	Take 793 13 4½		Take 712 14 3
(2.)	60*l.* 17*s.* 2¼*d.* × 117.	(2.)	53*l.* 14*s.* 11¼*d.* × 23.
(3.)	1,000*l.* 11*s.* 6¼*d.* ÷ 7.	(3.)	1,000*l.* 11*s.* 6¼*d.* ÷ 7.
(4.)	37,560*l.* 4*s.* 9*d.* ÷ 39.	(4.)	37,560*l.* 4*s.* 9*d.* ÷ 39.

In Standard V.

	tons. cwt. qrs. lbs.	
(1.)	11 3 1 25 × 111.	(1.) 79 16 2 5 × 31
	yrs. wks. d. hrs. min. sec.	wks. dys. hrs. min.
(2.)	From 4,004 37 5 9 29 39	(2.) From 3,804 5 19 13
	Take 568 43 3 18 34 40	Take 911 6 0 27
	mls. yds. ft. in.	yds. ft. in.
(3.)	6 52 1 2 ÷ 26.	(3.) 94 2 11 ÷ 9.
	acres rds. poles.	gals. qts. pts.
(4.)	17,052 3 13 ÷ 11.	(4.) 70,070 1 1 ÷ 41.

In Standard VI.

For Boys and Girls.

(1.) 73,011 articles at 2*l.* 14*s.* 3½*d.* each.
(2.) 39 tons 14 cwt. 19 lbs. of coal at 13*s.* 4*d.* per ton.
(3.) Make out a bill of the following articles :—
11½ lbs. of tea, at 3*s.* 4½*d.* per lb. ; 25 lbs. of coffee, at 1*s.* 7*d.* per lb. ; 117 lbs. of sugar, at 5¼*d.* per lb. ; 9 lbs. of butter, at 1*s.* 3*d.* per lb. ; and 1,000 eggs, at a shilling a score.

If any sum be worked correctly by those in Standards V. and VI. I pass the paper, but if in Standard IV. both (3) and (4) are wrong, (1) and (2) must be free from error.

Needlework. Needlework is steadily improving. There are hardly any schools in which the girls do more knitting than sewing. A few girls can cut out and fix their own work. I have sometimes been obliged to recommend that some time be taken away from that allotted to needlework, but I interpret Art. 51*c.* to mean that three hours in each week must be devoted to the teaching of plain sewing to every girl in the school who can learn how to hold a needle.

Half-timers. I understand that if half-timers have made their attendances in the same year in two different schools, they may be presented in both schools in the same Standard; but that the minimum qualifications for examination by attendances are two only :—

(1.) 200 attendances.
(2.) 100 attendances all made under some half-time Act.

In large schools there is no doubt there ought to be three departments, but if the managers cannot provide all three, one should be mixed under a master, and the other an infants' department under a mistress.

It is almost impossible that in a girls' school infants can receive a due share of the attention of the mistress; they ought therefore to have an adult teacher of their own, who must be certificated if the number in average attendance exceeds 40.

I have sometimes found that children have been marked as present during the two hours required by Supplementary Rule XII. if they have been at church or at play, or on a geological excursion under a teacher's charge. I believe I am correct in stating that in none of these cases is the twelfth supplementary rule satisfied. Supplementary Rule XII.

I have not much to say on the subject of religious knowledge; but as it is probably the last time I shall be allowed to say anything, I would bear testimony to the practical nature of the instruction given in this district during the last five years. I know that I have not asked a question, and I believe no certificated teacher has been careful to instruct a scholar, on the subject of "Jewish names and dates." The deeds of Ahab and Jeroboam are not brought before any child in this district, except as a warning of the punishment which awaits idolatry and murder, even in this world; and, as a rule, they are not brought before them at all. But the teaching which they have had in their day schools is infinitely more valuable than that which is given in the Sunday schools. Much good is effected in Sunday schools, but if all religious teaching were relegated to that day in the week which ought to be a day set apart for the worship of God, I fear the real education of the children in this country would be wofully neglected. Religious instruction.

It has never been my duty to interfere with the religious instruction of schools, but I have had the power of reducing the grant by not less than one-tenth for faults of instruction on the part of the teacher (Art. 52 *a.*), and the Order in Council of 10th August 1840, and the instructions to Inspectors relative to examination in religion which are founded upon it, have been included under this paragraph.

And from a sort of custom the Inspector has had the privilege of suggesting in Church of England schools the subjects in which the scholars and pupil-teachers will probably be examined. What my custom has been will be seen from a letter which I addressed to a clergyman who asked for advice, and which will be found in Appendix B.

To second the endeavours of the clergy and teachers to train children in the "faith of their fathers," and to induce them to practise those "good works which spring necessarily out of a true and lively faith," has ever been my object, and I have been thankful for the co-operation of clergy who held that it was not by baptism we were made the children of grace, and of other clergy who taught that in addition to the two sacraments ordained by Christ in his Church, as generally necessary to salvation, there were also five sacraments commonly so called.

Notwithstanding the great divergence of opinion among them, the clergy in this district are such sensible men that no religious difficulty can be said to have existed hitherto, though it is now being stirred up, and I foresee great obstacles in the way of the religious education of the children of the poor.

I have the honour to be, &c.

H. ADAIR PICKARD.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix A.

When I observe that a large number of children qualified for examination are not presented, I generally inquire the reason, and the excuse is, as a rule, irregularity of attendance. In a school with an average attendance of 332, there were 513 qualified by attendance, and only 386 presented. A detailed account was given me as follows:—

40	boys	not fit to be presented in Standards II., III., and IV.
19	„	have not been to school for four, five, or six months.
46	„	have not been long at school and are only just 6 years old.
1	„	died a few weeks ago.
3	„	sick.
4	„	removed to other towns.
14	„	unaccounted for.
127		

Appendix B.

My dear Sir, Leeds, October 1869.

I am not allowed to interfere with the religious instruction of schools, but if the following hints are of any service to you, you are quite welcome to them.

A school may be divided into two or three sections, or, if it be very small, all the children may be taken together for religious instruction. Supposing there are three sections in a school which has an average attendance of 200 scholars, the lowest section might have lessons on the Creation, the Fall, the first prophecy, the first murder, the life of Joseph, with lessons to be drawn from it, the life of Samuel as a child, the Annunciation, the birth of Christ, and the events recorded in His life before He was 30 years of age.

It is my custom also to ask questions on the Lord's Prayer and the Catechism so far as the end of the Ten Commandments, so that I may endeavour to ascertain whether the meaning of the most important parts is properly understood.

The middle section might be questioned on the lessons to be learnt from the lives of Noah, Abraham, Isaac, Jacob, Elijah, and Elisha; on the principal facts of the New Testament, as contained in the Gospels, especially the life of S. John Baptist, the miracles and parables of our Blessed Lord, and the events of the Holy Week.

Something might also be known of the writers of the chief Books in the Bible, and of the meaning of the names given to the Books.

I generally ask this section questions on the text of the whole of the Catechism, and expect a fair acquaintance with its meaning.

I should be glad if this section had some knowledge of the Order for Morning and Evening Prayer daily throughout the year.

The highest section might be prepared for an examination on the prophecies and types, on the Acts of the Apostles, and on the first four chapters of S. John's Gospel.

If the managers like to give passages to be learnt by heart, I venture to recommend the Psalms, the Sermon on the Mount, and the 14th, 15th, and 16th chapters of S. John's Gospel.

This being suggested for a school divided into three sections, a teacher might select parts of the scheme when the school is divided into fewer groups.

I strongly recommend the use of private prayers by all the children.

Yours faithfully,

H. Adair Pickard.

GENERAL REPORT *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. S. PRYCE, M.A., *of Queens' College, Cambridge, on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MID WALES.

MY LORDS,

I HAVE the honour to lay before you my general report for the year ending August 31st, 1870.

I have visited all the schools in my district, in receipt of annual grants. I have also, since writing my last report, visited all the simple inspection schools not in receipt of annual grants: 27 of these schools were inspected by me this year.

Rearrangement of district.

The outlying census districts of Welshpool and Llanfyllin were transferred about a year ago to the Rev. R. Temple, H.M. Inspector. The schools in Llanelly and the neighbourhood, at the same time, were placed under my charge.

Statistics.

The number of schools in receipt of annual grants visited by me was 112; the number of certificated teachers employed in these schools was 127; the number of pupil-teachers was 104; the number of children for whom accommodation was provided, at 8 square feet of superficial area per child, was 16,186; the number of children present at inspection was 12,176; the number in average attendance was 9,609; the number actually presented for examination, as having attended more than 100 days during the school year, and likely to pass satisfactorily, was 6,649. To this must be added the number of infants who had attended more than 100 days, which amounted to 1,567.

Of the 6,649 children who were presented for individual examination, 75·1 per cent. passed in reading; 80·4 per cent. in handwriting and spelling; and 67·5 in arithmetic. The corresponding numbers two years ago were 80·9, 81, and 65·3. No progress has therefore been made in the more mechanical part of the instruction. I am able, however, to report an improvement in the general intellectual condition of the schools. In many places some extra subject, such as grammar or geography is now taught, in addition to simple reading, writing, and arithmetic; even in schools where no grant is claimed under Articles 46*b*. and 54*c*., the elder children are frequently instructed in the elements of one of the above subjects. The schools where the teaching is confined to mechanical instruction alone are becoming fewer each year. Moreover, the number of schools where a deduction of one-tenth or more was made from the annual grant, on account of faults of instruction, was less this year than the previous one. This was especially the case with country schools, which I have found, on the whole, more elastic and in a more satisfactory condition, than the schools in small towns.

No progress made in the elementary subjects in the last two years.

General condition of the schools more satisfactory.

Annual grant schools divided into four classes.

The annual grant schools in my district may be divided into four classes. Those placed in the first class are good and efficient schools, reflecting great credit on the managers and teachers; the second class schools are in a very fair condition; the third class are less satisfactory, the instruction is weak in one or more points, or else many children were presented at the last examination in the lower Standards; the fourth class represents those schools which are in an inferior condition; a deduction was made from the annual grant of many of them this year; most of the others were warned, that a deduction would be made from the grant next year, unless they were more efficient. According to this standard, 24 schools or departments are in the first class, 49 in the second class, 32 in the third class, and 24 in the fourth class.

Some schools inefficient from want of funds.

Rather than give a list of the individual schools in each class, I shall endeavour to trace the causes of the inefficiency of the 56 schools in the third and fourth classes. There are a few cases among them where the inferior condition of the instruction is mainly due to the smallness of the school income. The managers can only afford to engage a second-rate master; all the funds at their disposal are devoted to pay the teacher's salary; they cannot therefore provide the necessary supply of books and teaching apparatus; no apprentice or even paid monitor is employed; the master has to give all the instruction himself, with what doubtful assistance he can obtain from some of the children, appointed for the day as unpaid monitors. Deducting one-tenth or more from the annual grants in these schools for faults of instruction only aggravates the evil. This plea of poverty, however, only applies to some places; the majority of such schools are situated in poor country parishes, whereas 9 of the 24 schools or departments in the fourth class are town schools. In four of these towns, the national is the only school in receipt of a Parliamentary grant, which circumstance increases much the responsibility of the managers.

Primary cause of the inefficiency of schools, a want of good supervision.

The primary cause of the inefficiency of these schools is a want of good supervision on the part of the managers. All, or at least the great majority of my first and second class schools, are regularly visited by the clergyman or some other responsible person. Managers should not consider that their only work is to fill up the necessary returns, affix their signatures to the examination schedule, and pay a short visit of ceremony to the school on the examination day. This is really the sum total of the management and supervision some schools receive. The acting teacher is left very much to himself; he receives no encouragement and support from any one, and if he should feel inclined to shirk his work he can easily do so; there is no eye to notice the first indications that the discipline and instruction are retrograding. It must not be understood that I am charging the masters of even inferior schools with intentional unfaithfulness. It is a truth universally acknowledged, that men work with more method and regularity when some supervision is exercised over them. Acting teachers not unfrequently bring forward the little interest managers take in the schools as an excuse for their unsatisfactory condition.

Immediate causes of inefficiency.

The following are the defects in inferior schools, which may be considered the immediate causes of their inefficiency, and which faithful managers should lose no time in remedying:—

(*a.*) An insufficient staff of teachers.

(*a.*) An insufficient staff of teachers. The Revised Code allows a certificated master without an apprentice to conduct a school with an average attendance of 90 children, or with one apprentice, a school with an average attendance of 130 children. The master cannot effectively teach 90 children himself; he may therefore employ an apprentice, or a paid monitor to assist him: or he may use one of the class children as an unpaid monitor for the day, which generally means neglecting the lower classes. If the acting teacher is inclined to farm the school, and has no higher motive than to make the best income he can out of it, he will manage with as few paid assistants as he can. The problem he has to solve is, how to keep down the expenditure without affecting the income; or, as this can hardly be done, how to diminish the expenditure without producing a corresponding decrease in the income. If a saving of 10*l.* a year can be effected by managing without an apprentice, or with only one apprentice, and the corresponding decrease in the Parliamentary grant be 6*l.*, the master is a gainer of 4*l.*, though there are now 45 additional failures at the examination. It is true that the extra grant of the Minute of February 1867 has made it worth the while of energetic

This defect common in schools farmed by acting teachers.

teachers, with fairly good schools, to keep a proper staff of apprentices; but there are other teachers who will not avail themselves of the privileges of this Minute. Additional time must be given to apprentices, the children must be instructed in the special subject, and a certain percentage of passes must be secured in the ordinary subjects. The school may fail, for one reason or another, to obtain the additional grant. Some teachers therefore argue that it is less labour and risk to keep down the expenditure and suffer a small loss from the comparative inefficiency of the schools. When I had good reason to think that this plan had been adopted, I did not hesitate to inform the managers, and if the instruction was very inferior, to recommend a deduction of one-tenth or more from the annual grant. The true remedy would be for the managers to insist upon an increase in the staff of teachers.

(*b.*) Irregular attendance. This crying evil affects more or less every school. I am glad to report a strong and growing feeling among the managers in my district in favour of general compulsory attendance. Out of the 12,176 children present at inspection, about one-fourth of them had not attended 100 days during the school year; the number of children who had not attended 150 days was much greater, and but a small number, comparatively speaking, had attended more than 200 days. A large proportion of the failures at the examinations was among the children who had been irregular in their attendance, especially among those who had been irregular during the last three months of the school year. It is, however, to be remarked that the attendance is much more irregular in inferior than in good schools: the instruction and attendance tell upon each other; not only does the efficiency depend upon regular attendance, but regular attendance is the result of efficiency. Where the instruction is good, the managers and teachers inquire sharply after the absentees; moreover, the school becomes popular in the district, the parents are anxious that their children should attend, and the same feeling is strong among the children themselves; whereas if the school is inferior, the apathy of the managers and teachers is reflected in the parents and children; the school is evil spoken of, and the parents do not hesitate to keep the children at home for trifling causes. Wherever therefore the attendance is exceptionally irregular, it is a sure sign that the instruction has been neglected.

(*b.*) Irregular attendance.

Irregularity of attendance frequently the result of inferior teaching.

(*c.*) In conjunction with irregular attendance, I would point out another cause of inefficiency. It is nearly of as much importance, but seldom taken into consideration;—I refer to irregular school hours. The Revised Code most properly provides that each child must be under instruction at least four hours a day. The time-tables of nearly all schools suppose the school hours to be five or five and a half a day, but I have no hesitation in saying that many of the children do not get the four hours' clear instruction daily. In schools, which nominally begin at nine o'clock in the morning, children drop in until half-past nine and ten o'clock; and the same irregularity, though to a less degree, is observable in the afternoon school. If managers would occasionally visit schools exactly at nine o'clock to secure the punctual attendance of the teachers, and to notice what children come in late, the evil would be much lessened. One active manager in my district, when the acting teacher informed him that he intended teaching the apprentices at seven o'clock in the morning, replied that he had no objection to the arrangement, but that he should attend himself to see that the proper time was observed, and he kept his word. The school of this manager, I need not add, is likely to become a very efficient one. But though such conduct is beyond what may be expected of ordinary managers, still gentlemen are hardly worthy of the name of managers, unless they take some little

(*c.*) Irregular school hours.

pains to see that the children are under instruction during the hours specified in the time-tables of the schools.

(*d.*) Cramming.

(*d.*) "Cramming" is another common cause of inefficiency, one difficult for the inspector to detect, and which only regular visits on the part of a responsible person can prevent. After the visit of the inspector, a careless teacher relaxes his efforts for some time, and hopes by great exertion, for about two months before the next examination, to bring up the children to what he considers concert pitch. It is not unusual for a gentleman or lady to inform me, when I am about to examine a school, that the teacher, poor Mr. or Miss So and So, has been working so very hard lately; that the children ought, at any rate, to pass well, for that they have been detained in school until half-past five o'clock in the evening for full three weeks, ever since the notice of inspection was received. This really means that the teacher has been cramming the children, and, in nine cases out of ten, that the instruction was neglected for at least the first six months of the school year; for if the teaching had proceeded regularly during the whole year, there would have been no need of all this extra fuss and labour just before the inspection. It is on the first, and not on the last day of the school year, that a good teacher begins to look forward to the coming examination, and to prepare the children accordingly.

(*e.*) A frequent change of teachers.

(*e.*) A frequent change of teachers is another reason why some schools, which I visit, are in an indifferent condition. A change of teachers tells, to a certain extent, against every school. Now some managers are perpetually giving the teachers notice to leave, or, which amounts to the same thing, so far as the school is concerned, the teachers give the managers notice that they will not stay. These managers should inquire more minutely into the antecedents of a man before they engage him, and when they do chance to meet with a faithful teacher, they should endeavour to keep him. Teachers refuse to stay in places where they receive no encouragement and sympathy, where the school buildings and apparatus are poor, and where no one offers to come forward to assist them to improve matters.

(*f.*) Neglect of the infant class or department.

One more cause of inefficiency I shall point out, which accounts for the unsatisfactory condition of many of the town schools which I visit; it is the almost universal neglect of the infant class or department. Managers, from false economy, employ an uncertificated and untrained mistress, who is quite incompetent for the work, to teach the infants, who are thus only nominally under the charge of a certificated teacher; at other times an inexperienced apprentice, or a young monitor, will be found teaching a class of from 40 to 50 infants. Managers, and even certificated teachers, seem to think that any one, even a child from the first or second class, can effectually manage a whole row of infants; whereas no class in the school requires so much patience and skill and tact as the infant class. I believe, that the want of proper attention paid to the children under six years of age is one of the chief reasons why the majority of the town schools in my district are third and fourth class schools. There are in them large infant classes or departments which are partially neglected; the scholars therefore fail to pass, or barely pass, in the 1st Standard when they come to the mixed school, and with many of them this is repeated again when they are examined in the 2nd and 3rd Standards the following years. My experience has confirmed me in the opinion which I expressed two years ago, that the children under six years of age should be subject to individual examination; this would prevent their instruction being neglected, and secure that those for whom a grant was paid had really attended about 200 times in the school year.

The children under six years of age should be examined individually.

Before leaving the question of the efficiency of the present annual grant schools, there are three points to which I wish to call attention.

Inequality of the reading books used in elementary schools.

1. With respect to the reading books used in elementary schools. Numerous specimens of books "adapted to the Revised Code" are sent to me by different publishers. These books differ greatly in quantity of reading and difficulty of lessons. It has been pointed out by previous Inspectors that some books abound in bad prose and worse poetry; and the quantity of reading they contain seems to grow less daily; indeed, there is danger of our finding the 1st and 2nd Standard books of some series "adapted to the Revised Code" reduced to the covers only, so thin and limp are they becoming. The cause of this is manifest,—the smaller the book, the cheaper it is, and this is a recommendation to purchasers; besides, the less reading a book contains, the greater chance there is of the children passing a satisfactory examination in it. When the room taken up by the title-page, notice, pictures, words for spelling, and arithmetical exercises is subtracted, the actual space left for reading lessons is often ridiculously small. The number of times these few lessons are read and re-read in a class during the school year must be very great. The children, long before they are removed to a higher Standard, must have lost all interest in the subject-matter of the lessons, and the teacher must have exhausted all his stock of explanations and questions. The evil result of this is, that the teacher and scholars become listless over the reading lesson, the children take no interest in the old story they know so well, and there is nothing therefore in the exercise to foster an inquiring spirit; it tends to make the children careless and inattentive, rather than sharp and intelligent. Again, they have read the few lessons so frequently that they half know them by heart, and it by no means follows because they read these books fluently, that they can read other like books containing words of one or two syllables, as the case may be. I humbly recommend, now that elementary education has become a national question, and that the number of schools is to be largely increased, that the Education Department should issue authorised Standard books to be used in all public elementary schools. By having similar books in all schools, it would be much easier for the Inspector to determine when the reading should be considered satisfactory; moreover, we should doubtless have a better class of books—books containing useful information for the children who frequent our elementary schools, and really adapted to the requirements of the Code, and books containing sufficient reading to prevent the teacher and children conning the same lesson over and over again.

Not a sufficient quantity of reading contained in many of them.

The evil result of this.

A recommendation that the Education Department should issue authorized Standard books.

2. With regard to apprentices. The number of apprentices in my district is steadily increasing; some managers, however, complain that they cannot induce children to offer themselves as candidates. This is generally the case in schools of the third and fourth classes; in good schools the difficulty is not felt. The reason of this is clear; teaching is popular in the latter, but not in the former schools. An active master's influence and spirit are reflected in the scholars, and they are anxious to become, like him, successful masters themselves. The apprentices we now generally obtain are inferior to the class which offered themselves some years ago; this is a point of much importance, as it affects the character of the future teachers. It arises solely in consequence of the managers and acting teachers declining to pay for the superior article. After examining two or three candidates for apprenticeship, I frequently find, when inspecting the school from which they came, more advanced scholars in the higher Standards; and on remarking to the managers or teachers, "These are the children you ought to have for apprentices," the reply very often is, "Yes, but we cannot afford to engage them." Apprentices,

The number of apprentices increasing.

Present candidates inferior to those who offered themselves some years ago.

The cause of this.

as a rule, start with a salary of 5*l.* a year, and end with 15*l.* if they remain for the five years; many of them, however, receive less than this, commencing with 4*l.* and ending with 8*l.* or 10*l.* Now a sharp and healthy lad can earn more than this elsewhere, and as the labouring classes are apt to look mostly at present advantages and to disregard future prospects; the boy and his parents look upon teaching as a poor, unremunerative profession, and refuse the proffered situation of an apprenticeship in a school. If promising boys of 14 years of age were offered 10*l.* or 12*l.* the first year, with an increase of 2*l.* 10*s.* each year, so that their salary might be 20*l.* or 22*l.* when they reached their nineteenth year, a higher class of apprentices would doubtless be obtained. I regret to have to report that the teaching the apprentices generally receive, as tested by the examinations they pass, is not satisfactory. Cases where the apprentices fail to pass in one or more subjects are common, whilst their general work frequently proves that but little pains have been bestowed upon their instruction. At present it makes no difference to the acting teacher whether the apprentices pass with credit or not; and unless the average attendance at the school is large, he may not suffer though an apprentice should fail altogether; the result is that some teachers take little or no interest in the examination. It is very desirable that the faults of instruction in the apprentice should be visited upon the teacher, through the annual grant. If a deduction of a certain sum were made for each subject, in which the apprentice failed to pass satisfactorily, and a corresponding addition made for the subjects in which he passed with extra credit, provided his work in all other subjects was fair; the examination of apprentices would become much more of a reality than it is at present, and higher results would be obtained.

Proper attention not bestowed by teachers on the instruction of apprentices. Suggestions to remedy this defect.

3. The third point is the instruction the elder girls receive. If we except the sewing and knitting class, it is at present identical with that of boys. Female students in training colleges are taught domestic economy and are examined in such subjects as plain cooking,* simple remedies for common complaints, &c., and yet I never find that the knowledge thus obtained is turned to any practical use, when these students become schoolmistresses. As regards plain cooking at least, I think it would be well, if the Education Department were to offer some slight encouragement to the schools, which would undertake to instruct the girls in the upper Standards in this subject; it would be almost as useful to them in after-life as plain needlework, instruction in which is compulsory. The ignorance prevailing among the common people on the question of food and its preparation is very great. The prematurely aged appearance of many welsh labourers may, in some measure, be attributed to the fact that their meals consist very much of only bread and butter, or bread and cheese, with tea or coffee. The little meat they buy is cooked in the most wasteful manner. If the elder girls were taught in schools how to make good and cheap soups, &c. it is reasonable to conclude that such dishes would in process of time become common and popular among the labouring classes; the teaching would necessarily be to some extent theoretical, but it need not be entirely so. Economical soups, puddings, &c. made on the school premises might easily be sold at cost price to the many poor children who, living at some distance from the school, now bring their dinners with them; these "dinners," as I have frequently noticed, consist only of bread and

The desirableness of encouraging managers to teach the elder girls domestic economy; especially plain cooking.

* One of the questions this year in the domestic economy paper for female candidates for admission was, "Name six inexpensive and yet nutritious dinners for children attending our elementary schools; state the cost of the same; and the amount of materials required in the preparation of each."

butter, or currant bread, or bread and cheese, with a small quantity of butter-milk, or more commonly with "a drink at the well."

Simple inspection schools.

I now turn to simple inspection schools and the general condition and prospects of education in my district. The list of simple inspection schools furnished me by the Education Department, about three years ago, contained the names of 32 schools which had received a Parliamentary grant towards erecting or improving the buildings. Of these schools eight have now developed into annual grant schools; eight more were said by their managers to be closed when I proposed to inspect them; the reason generally given being that they had no funds to carry them on, or that the children of the neighbourhood received instruction elsewhere. The remaining 16 schools were visited by me this year, together with 11 others, which were inspected at the request of the managers, conveyed to the Education Department. The schools visited at the request of the managers were, as may be expected, superior to those which were visited on account of a building grant only, whether the visit was agreeable or not to the managers.

Statistics.

In the 27 simple inspection schools I examined, there was accommodation for 2,389 children; the number present at inspection was 1,270, which gives an average accommodation of 88 for each school, and an average attendance of 47. It must not, however, be supposed that anything like this number was in regular attendance on ordinary days. In many instances, the teachers had thought it their duty to press as many as they could of the children of the neighbourhood into the school on the day of inspection; concluding that if a goodly show of scholars was made, all would be well. Their surprise sometimes was great, when they understood that I was about to examine each child individually, and many a child would then be pointed out in the ranks as not having attended until that day or week for a considerable period, or as having only lately entered the school for the first time. It is impossible to ascertain the true annual average in these schools, as no confidence can generally be placed in their registers. In the majority of them no regular registers are kept. In one instance the teacher's plan was to mark the attendance once a week, and if a child was present then, to count him as present the whole week. In a great many instances the only register of attendance was a penny memorandum book, in which the account of the weekly payments was kept. In some schools I found a list of children who were supposed to belong to it, but neither the attendances nor the payments were marked; in others no attempt at all seemed to have been made to determine how many children attended; the teachers remarking that as the number on ordinary days was so small, they knew well enough who were present and who were not, without such troublesome things as school registers. The annual average cannot therefore be correctly estimated. I took some pains, however, to secure at any rate a good guess; in five cases the attempt was hopeless; for the remaining 22 the annual average was somewhere about 435, or 19·7 for each school. Of the 1,270 children present I examined 754 individually; 69 were infants; the rest, according to the testimony of the teachers, were fresh comers, or had been very irregular in their attendance. The children examined were placed mostly by me in the lower Standards; a large proportion of them in the 1st Standard; three or four only of the best scholars were examined in the 4th Standard; and one or two, perhaps, in exceptional cases, in the 5th or 6th Standard. The per-centages of passes were the following:—71 per cent. passed satisfactorily in reading, 56 per cent. in handwriting and spelling, and 28 per cent. in arithmetic. The intellectual condition of the schools was bad. The character of the religious instruction was generally very inferior; sometimes the

Number present at inspection not always a correct criterion of the ordinary attendance.

Rough estimate of the annual average in simple inspection schools.

Per-centages of passes in simple inspection schools.

Creed and Commandments were repeated very fairly by the first and second classes; in few schools only were the children in these classes able to write the Creed from memory, with tolerably correct spelling. More proficiency was commonly shown in Old Testament than in New Testament history; very little of the latter had been taught in some schools.

Extracts from notes made when inspecting simple inspection schools.

The following extracts, taken from notes made by me when at these schools, will show their general condition and illustrate some remarks which I shall make hereafter in this report. Extract No. 1. Only school in the village; number present, 31; a large room but in bad condition, evidently used as a store and cooking room by the teacher's wife; a heap of potatoes in one corner, cheese, flour, onions, &c. kept in another part; pots and pans stowed under benches; soiled linen in a pan of water in one place. No black board, maps, cards, or infant books in the room. Number of children in classes roughly estimated, as the distinction of classes was not really observed. Teacher reported that he taught each child individually. Religious and secular knowledge very moderate. Names and attendance kept in a small memorandum book. Extract No. 2. Number present, 40. Only school in the neighbourhood. Walls damp and roof in bad condition. Master under notice to leave on account of misconduct. Character of instruction very inferior. No books or cards for teaching the infant class. Extract No. 3. Number present, 44. Walls dirty and damp. Maps ragged and dilapidated. Lots of chairs piled up in a corner of the room. Old harvest decorations left standing. Religious instruction very indifferent; only two children in the school, though the question was put in English and Welsh, could tell me whether Jesus Christ was God the Father, God the Son, or God the Holy Ghost. Other simple questions asked with similar results. Number of Church children present said to be four. Secular instruction fair, and above the average in simple inspection schools. Extract No. 4. A fair sized village. Number present, 30. No registers of any kind kept. Two slates only in the school. No child present could work the following sum in subtraction correctly, though written by me on a slate :—

38
19
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Ages of these children from 8 to 11. Half-a-dozen Bibles given by the clergyman three years ago, but all torn and ragged now. First class reading "Hebrews" when I entered the room; reason given by the teacher for reading that epistle, "because all the books contained it." Rest of the school idle at the time. Second class children had all different books; one child had an old S. P. C. K. third reading book, another Mavor's spelling book, another Good's Primer, another a Sunday school book, &c. One old double desk only, placed close to the wall. All the children in the first and second classes could repeat the Lord's prayer, and some the Belief, very fairly. Extract No. 5. Number present, 62. Good buildings. No registers kept; a book where the payments were entered regarded as the school register; the dates showed that no entry had been made since July 1869 (school visited in December 1869). 64 boys and 63 girls said to belong to the school. No manager present. No parallel desks; a long board for writing fixed to the wall; seemed much too steep. Not one of the 27 children in the third class could tell me the name of our Lord's mother, or where, after he was born, the Infant Saviour was laid; nor did they know the name of the first man; ages of

these children, 10, 8, 9, down to 5 years. Two children only in the first and second classes knew who built the ark; one of these boys was able to tell me that the dove returned with an olive leaf. I found however that he had been at another school. Reading in the first class very fair, spelling better than I anticipated. Discipline only fairly moderate. Extract No. 6. A thickly populated mining district. Number present, 85. Master did not teach arithmetic because the parents objected. As soon as the children are able to read and write a little they are sent to work at the pits. Teacher rather old, and not in good health. Extract No. 7. A costly and imposing looking building from outside; very dilapidated; one wall very much out of the perpendicular; offices out of repair; room dirty and damp. Number of children present, 43; when a school treat is given 100 children said to attend. No registers kept; a list of the children who generally attended said by the teacher to be in his possession, but not produced. Method and discipline inferior. Instruction in the first class fairly moderate. Master not a good teacher. Extract No. 8. A large school-room well built in a neighbourhood where a school was much needed. Number present only 30. A young monitor teaching the second class; only one reading book among the 13 children. First class variously employed according to their respective fancies and attainments; one lad among them busily engaged transcribing a letter on love from a Polite Letter writer, subject, "the lady's reply." Extract No. 9. Number present, 36. Master thought there were about 60 children in the neighbourhood. Registers very fairly kept; said to be marked every day. Attendance extremely irregular. Children answered tolerably well in Church Catechism, but very unsatisfactorily in Scripture; about half the scholars in the first and second classes thought Abraham lived before S. John the Baptist, the other half that S. John lived before Abraham. The reading in this school was fair. Children attended from distances of two and two and a half miles, though the roads were bad. Extract No. 10. A country school in a very central situation. Number present only 30. No registers of any kind kept. Room damp. Religious instruction very inferior; 14 children in fourth class, ages from 13 to 5 years; attainments very unequal; some of them knew not their letters, others could transcribe fairly well on slate. Extract No. 11. Number present, 37. All the instruction acknowledged to be secular; Lord's Prayer not taught. No manager present. No trustworthy registers kept. Children brought their own books; very few alike; 19 of the children examined in Standard I.; all failed in arithmetic and writing, and many in reading. Ages of these children from 7 to 10. First and second class children's attainments very low; ages from 16 to 13. Schoolroom inferior; kept in a loft over a stable. Teacher was a farm labourer before he met with an accident. A good neighbourhood for a school. Extract No. 12. Number present, 38. Attendance marked daily in a copy book; as many as 86 children present sometimes in winter. Not one Bible in the school; the Creed not taught. Examined all the children with the exception of five in the lower Standards. Reading and writing fair; arithmetic failure. Three boys in the first class showed fair proficiency in arithmetic. New books just had before my visit, but not a sufficient supply. Of these and similar schools it is no exaggeration to say that they do more harm than good, for they keep up the semblance of a school in a village: the landowners and gentlemen in the neighbourhood are under the impression that the children of the poor are fairly taught in them, and therefore do not realise the educational wants of the district: the parents of the children also suffer, for they pay fees, often high fees, to the acting teacher, and receive no adequate returns for the money spent.

The supply of school buildings in my district.

As regards school buildings in my district, there is very fair accommodation in the towns for the children who attend under the present voluntary system. In no town is the national school overcrowded; it must however be borne in mind that the existing schools are frequented mostly by the children of the upper grade of the labouring classes, by children of small tradesmen, thrifty labourers, and artizans. In every town there is now a substratum of society which our schools do not reach. When attendance is made compulsory there will doubtless be an increase in the number of children attending the voluntary schools, but they will be supplied from the same class as at present. A rate-aided school will likewise have to be built for the large number of neglected children, who now fill our streets and gutters, and whose parents are very poor and improvident. In villages and country parishes I anticipate that a fair number of new schools will have to be built, especially in the north of Pembrokeshire, the south and east of Carmarthenshire, Cardiganshire, the south and west of Radnorshire. But although villages and parishes exist with no pretence of a schoolroom, there is, I have noticed, a moderate sprinkling of schools in the country, besides the annual grant and simple inspection schools; the buildings however in which all schools, except annual grant schools, are held, are, with very few exceptions, inferior and unsatisfactory for teaching purposes: the rooms are low, the ventilation exceedingly bad, the light poor, and no offices and yards provided. Much expense will have to be incurred with the majority of these buildings before they can be recognised as suitable schoolrooms; many of them will also be too small under the new system, and others will not be situated in convenient localities. Great care must be taken in Wales to fix upon suitable spots for building new schools, in order that children from several small thinly populated parishes may be able to attend. As to the distance welsh children walk to attend school, it may be noted that they seldom begin in country places to go to school until they are about eight years of age; a distance of 2½ miles is not then considered a great obstacle, if the roads are tolerably fair, and, more than all, if the school is reckoned a good one; for welsh parents, though perhaps unable to read or write themselves, find out in a wonderful way the best school in a neighbourhood; and there are instances in my district where children attend schools from distances of four miles, though there are schools, inferior schools of course, much nearer their homes.

Rate aided schools in towns will be attended mostly by the children of the improvident poor.

Districts where probably many new schools will have to be built.

The buildings of unaided schools generally unsatisfactory.

The distance children walk to attend school.

The supply of certificated teachers limited.

The present schoolrooms may be improved, and any number of new ones built, but the question of the supply of teachers for these schools remains. Certificated masters at present are scarce in this part of the country; the managers of small country schools, more particularly, find a difficulty in securing the services of a certificated master. The funds at the disposal of the managers will not allow them to offer more than 45*l.* or 50*l.* a year salary, and no efficient master can be obtained for this sum. Those who accept such appointments are generally inferior men, and, like other cheap articles, are eventually found to be dear for the money. There is no doubt that it would be far better for managers to employ competent mistresses, when they cannot afford to engage fair masters. The experiment has been tried in several country parishes in my district with great success. The general condition of two schools of this kind, which I lately visited, was satisfactory; there were boys about 14 years of age present, still the managers and mistresses informed me that no difficulty was experienced in maintaining good order and discipline; they also reported that the schools were daily becoming more popular among the farmers and labourers of the neighbourhood. The supply of masters is limited, partly on account of the high salaries offered to induce

The advisability of employing mistresses in small schools.

Causes of the scarcity of certificated masters.

educated and well-conducted men like certificated masters to become station masters, bankers' clerks, agents, &c.; partly because the profession went out of favour at the time the Code was revised; and partly, in Wales, because masters give up school-keeping and enter some theological college, with a view of becoming ministers of the Established Church. The fact that the number of pupil-teachers is increasing, and the normal schools filling, shows that the profession is again becoming popular. It is at the same time most desirable to retain the services of experienced teachers; and no way would be so effective as to hold out some prospect of pecuniary assistance, after a certain number of years had been spent in actual school-keeping. I believe the irish Commissioners have recommended that Government should encourage irish schoolmasters to purchase deferred annuities, by paying certain proportions of the annual premium. This method of providing for aged teachers might, I think, be adopted with advantage in this country. It will doubtless, however, be impossible at first to obtain certificated teachers for all the additional schools, which will be recognised and inspected under the new Education Act, and therefore it will be advisable to utilise as far as possible the present uncertificated masters who have had some experience in teaching. The great defect of these men is not so much their own imperfect personal attainments, as their inability to impart the knowledge they possess to others. Their arrangement of the children in classes is bad; sometimes they are arranged very much according to their size; a big boy, whatever his attainments, being placed by courtesy in the first class; at other times the worldly position of the parents and the amount of school fees they pay seem to determine the children's place, and the attention given to them. Their want of method is also great; they have very little idea how to order the teaching so that not one class should be actually idle during school hours. I have frequently noticed in simple inspection schools, that whilst the master was engaged with the elder children, the lower classes had no employment and were allowed to run riot. I am of opinion that less stress should be laid upon the attainments of uncertificated teachers, and more upon their practical skill in school-keeping. I therefore suggest that it should suffice, as regards attainments, for the Inspector of the district to certify to the Education Department that they are able to read fairly, write a plain legible hand, spell moderately well, and work out simple sums as far as "proportion;" but that, in addition to this, they should be obliged to attend a good school under a trained and certificated teacher, somewhere in their own neighbourhood, for a month or six weeks; they would thus learn something of the practical working of a school. After they had completed their attendance at the district practising school, I would recommend that provisional certificates should be granted them for five years, which might at the end of that time be renewed or not, according to the Inspector's report upon their schools. These provisional certificates allowing them only to take charge of schools where the annual average is below 60. From some such scheme as this fair results might probably, with the help of regular inspection and suitable books and apparatus, be obtained in small schools; the certificate system would also be preserved, which, in my opinion, is most desirable.

A prospect of pecuniary assistance would tend to prevent experienced teachers leaving the profession.

How far it is possible to utilise the services of the present uncertificated teachers. The defects of these teachers. How to remedy them.

The best method of meeting the expenditure of the many new schools that will now be opened in poor parishes is a question for serious consideration. In the Archdeaconry of Carmarthen, several annual grant schools have been established by means of temporary assistance given to them by the Archdiaconal Board of Education. This Board some time ago determined, with the aid of another educational society, to make a grant of 15*l.* a year, guaranteed for three years, to poor schools; provided

How to meet the expenditure of schools in poor parishes. A suggestion that temporary aid should sometimes be

given by the Education Department.

the managers employed certificated teachers, and placed the schools under inspection, with a view of obtaining Parliamentary grants. The plan seems to have worked satisfactorily; the three years' donation enabled the managers to start the schools fairly, and with sufficient funds to pay the master whilst the school was low, and the annual grant consequently small. I am inclined to think that some such method of rendering temporary help might well be adopted by the Education Department; and even in the more difficult case of old established schools, exceptional aid might sometimes with advantage be given. A little pecuniary assistance towards procuring new desks, books, and apparatus; or towards clearing off a long standing debt, would serve to give fresh life to some schools in poor districts, which are now struggling for very existence. I am conscious of the danger that this donation might degenerate into a reward for inefficiency and carelessness; and I readily admit that it should be made with great caution, and not repeated, except at extremely long intervals.

The Education Act likely to be popular in Wales.

When the Education Act comes fairly into operation, I am very sanguine as to its success in my district. In the majority of the towns, I anticipate that school boards will be established, and that with compulsory attendance, the present denominational, as well as the rate-aided, schools will be well attended. In country parishes a great many of the present Church of England voluntary schools will continue in operation much as they are at present; the managers, however, of some of these schools are so convinced of the necessity of compulsory attendance, that it is likely that a school board will be formed in not a few parishes in order to secure this power; but that no rate, or only a nominal one, will be levied. In other parishes where the education of the people has hitherto been neglected, rate-aided schools will be established with the consent of the great majority of the inhabitants of the neighbourhood.

The liberal manner in which the Welsh clergy have acted towards the children of dissenting parents.

The existence of rate-aided schools will very likely cause the religious teaching in some Church of England schools to be less distinctive than at present. At the same time, in justice to the liberal spirit of the welsh clergy towards the dissenting portion of their parishioners, I feel bound to say, that though I have made careful inquiries, I know of no single instance, under the present system, in my extensive district, where the national school children are compelled to attend Church, or to learn any creed or formulary to which their parents object; or where any undue influence is brought to bear upon the parents or children for this purpose. The clergy in their over-anxiety to please, very often go beyond the requirements of the Conscience Clause; they not only do not give any distinctive religious instruction to the children of dissenting parents, but it is rigidly excluded from the school altogether; the managers and teachers alleging as a reason to me that the majority* of the children are

* The following returns show the proportion of Church and Dissenting children in welsh country schools in different parts of my district. I quote them as specimen, and not as exceptional, cases. No. 1.—Present, 44; number of Church children, 4. No. 2.—Present, 97; number of Church children, 12. No. 3.—Present, 122; number of Church children, according to acting teacher, 20; according to clergyman, 12. No. 4.—Present, 81; number of children who attend Church regularly, 4; who attend occasionally, 12. No. 5.—Present, 34; number of Church children, 12. No. 6.—Present, 110; number of Church children, 21. No. 7.—Present, 60; number of Church children, 19. No. 8.—Present, 82; number of Church children from 8 to 10. No. 9.—Present 154; number of Church children said to be below 20. No. 10.—Present, 86; number of Church children, 40. (There is also a british school in this village.) No. 11.—Present, 37; not one Church child. No. 12.—Present, 85; number of Church children, 20. No. 13.—Present, 109; number of Church children, 12. (The distance to the british school is about two miles.) No. 14.—Present, 34; not one Church child. No. 15.—Present, 104; number of Church children, 30.

dissenters, and that teaching the Catechism at all, except perhaps the Creed and Commandments, would tend to make the school unpopular and possibly injure the attendance. There are, it is true, many schools in my district where the whole, or a great portion, of the Church Catechism is regularly taught to all, or to the great majority of the children; but it is equally true that this is done, because there is no objection made by the parents, and where probably not one child the less attends the school in consequence. The question, as I stated in last report, between churchmen and dissenters is not a question so much of religious teaching in a school, as of the management of it: whose school is it to be, and who is to have the appointment of the teacher? Who is to have the κῦδος for instructing the poor children of the neighbourhood, churchmen, or dissenters? This is the point of disagreement; and there is no doubt, that the objection felt by many leading dissenters to the existing system proceeds from the fact that the management of elementary schools is, in their opinion, vested too much in churchmen, and not from any well-grounded belief that the trust has been abused. I visited a school lately in the north of Carmarthenshire, where the only religious instruction given consisted of from 12 to 20 verses of the Bible, read aloud by the acting teacher at the commencement of the school, "without note or comment," as he was careful to inform me; and yet this same teacher spoke quite as much of the dissenting opposition he had to contend with, as if the whole 39 Articles were taught. What he said was, I believe, to some extent true; the grounds of complaint being that the managers were churchmen. Now I fully expect that the Education Act will gradually remove this jealousy. At first in parishes with rate-supported schools, but ultimately throughout the country generally, the instruction of poor children in the elements of reading, writing, and arithmetic will be considered as a work to be done by the inhabitants of a district as parishioners, and not as members of any religious denomination. When this feeling becomes prevalent, there will be no rival schools, and the parishioners will gladly avail themselves of the help which the clergyman of the parish, from his superior intelligence and position, can give them. On the other hand, I believe the clergy will generally act in a friendly spirit towards the rate-aided schools; and that many of the present national schools will be converted into rate schools, the clergyman, with the full consent of the parishioners, retain-

What churchmen and dissenters contend for is the management of a school. The character of the religious instruction not the real grievance.

The Education Act calculated to remove this jealousy.

The clergy likely to be influential members of the school boards

(There is a british school in the village.) No. 16.—Present, 88; number of Church children, about 20. No. 17.—Present, 73; number of Church children, 12. No. 18.—Present, 102; number of Church children, 5. No. 19.—Present, 49; number of Church children, 6. No. 20.- Present, 58; number of Church children, 11. In towns the proportion of Church children is greater, because the Church is, as a rule, stronger in towns than in the country. The children of dissenters, however, attend the national schools in towns freely, even though there may be british schools near. The following are returns for towns: No. 1.—Present, 138; number of Church children, 61. (There is a british school in the place.) No. 2.—Present, 104; number of Church children, 49. (The british and national schools are in the same street.) No. 3.—Present, in the first and second classes, 24; number of Church boys among them, 10. (A british school in the town.) No. 4.—Present, 113; number of Church children, about 30. (There is a british school in the town.) No. 5.—Number on registers, 456; number of Church children, 182; Church and chapel, 61; chapel only, 192; number of children whose parents attend no place of worship, 21. (There is a british school in the place.) The preference is generally given by the parents to the schools in which they consider the secular instruction most efficient. The relative distances of the two schools from the children's homes no doubt sometimes determine the school to which they are sent. The fact that many of the national schools are sometimes visited by the clergyman or some other influential person in the neighbourhood tends to make them popular; the fees in the national are also generally lower than in british schools.

in country parishes.

ing some of his power as an influential member of the school board. For it may be observed, though in religious questions many of the welsh differ from the clergy, that this disagreement does not extend to secular matters. A welsh farmer, or labourer, or mechanic, seldom perhaps attends church, and thoroughly believes in his own chapel and system; yet, if there were an agreement to be drawn out, or a will to be made, or a difficulty to be explained, or a letter to be written, he would generally, in a country parish, go for advice and assistance to the clergyman. The same feeling is shown in the choice of "guardians" for the poor; the clergyman is often pressed to undertake the office, and rarely, if ever, does the fact of his being a minister of the Established Church interfere with his election.

Acting teachers will not be able to exercise any influence over the religious opinions of the children through the Bible lesson.

The amount of religious teaching given in many rate aided schools will no doubt be reduced to a minimum. In reference to the point raised, that as no distinctive creed will be introduced into these schools, every master will be able to teach his own particular views; and therefore that the character of the religious instruction in a school will be shaped according to the arbitrary will of the acting teacher; those who know what the ordinary capacities of a child are, and have had some experience in teaching, can well afford to smile at these fears. Even granting that masters might be found, who would devote time to this work, the teaching, with a view of making proselytes, or of influencing the religious opinions of the children, would be quite ineffective. Children can only be taught to repeat a formulary of doctrine, like the Church Catechism, and in this case many would be surprised to find how little it is understood.* The great argument, indeed, in favour of its use is, that in future years, the minds of the children may under favourable circumstances grasp the truths contained in it, and "the harmony unwind." Very little, if any, denominational teaching is given in connection with the Scripture lesson; the Bible to a great extent, if not altogether, is explained historically and not theologically to the scholars. As to the "sharp boy" and "intelligent "lad" we read about, who are to puzzle the acting teacher by putting to him perplexing theological questions, I much doubt the existence of these juvenile schoolmen. Difficulties of the kind supposed do not enter the minds of children; and practically there is no probability of a child standing forward to cross-examine his teacher when reading, for example, the first chapter of St. John's Gospel. The danger which may be said to threaten our future schools is quite of an opposite nature; it is much more probable that the teacher will grudge and curtail the time given to the reading of the Scriptures, and that some rate aided schools may thus become purely secular. The school boards will have it in their power to prevent this; they can the more readily do so in Wales,

The danger of an opposite nature. Teachers may be tempted to neglect the Bible lesson.

* In many schools where the children in the first class know the Catechism perfectly well, in one sense, if a slight variation be made in the wording of the questions, they are at once at a loss as to the answer which ought to be given. In the second and third classes, it not unfrequently happens that though the children can repeat the Creed simultaneously and perhaps individually, if they are made to write it on their slates, it is proved that they only repeat a jumble of sound. An ordinary reader may find some difficulty in deciphering the following extracts, and yet they are specimens of the composition of a second class in an annual grant country school, where the children "rehearsed the Articles of their Belief" at a swinging pace:—"Seflend ended "posshed spaled was chrused fil ded and bired he did sunded unto hell." "Suffer "under pent penches pailet was cruesy fared dead and baried he sended unto "hell." "Seffiend wender ponchad pilat was crusy fird ded and buread he asended "unto hell." It is not often that such a gross case as this happens, but the manner in which the Lord's Prayer or Creed is written out, frequently shows that the children have no distinct ideas of the meaning of the words or sounds they have been taught to utter.

because the welsh are pre-eminently a Bible-loving people, and the schools where the Scriptures are read will be more popular than those where they are excluded. But even granting that little religious instruction will be given in many of our future elementary schools, and that the schoolmaster will consider his task ended when he has taught the children a fair knowledge of secular subjects; there will remain the moral training, the civilising tendency of discipline and knowledge, and the example of an upright and faithful teacher. The beneficial effect of these good influences, upon the many hitherto neglected children, can hardly be over estimated. The clergy should supplement the instruction given in the day school with such religious teaching as they deem necessary. In many annual grant schools at present, the amount of religious instruction given is exceedingly small, in some simple inspection schools the vanishing point has been reached; and yet these style themselves Church of England schools, and religion is supposed to be fairly taught in them. It will be far preferable for it to be distinctly known and understood that it is not taught; measures will then be assuredly taken to supply the deficiency. Even in schools where conscientious teachers devote time and attention to the subject; it is necessarily regarded more as an intellectual exercise, than as a means to make the children wise unto salvation. The Church, if true to herself, will take the instruction of her children in religious subjects under her own more immediate care. With good Sunday schools, with public catechising, with confirmation, Bible and teachers' classes, there is no fear that the religious education of the young will be neglected. It will no longer be nominal and unreal as it is at present in many of our national schools; and though children, in some instances, may not show so much quickness and intelligence in answering Bible questions, it may be hoped that there will be more reverence and devotion, a truer love for religion, and a more real knowledge of those things, which a Christian ought to know and believe to his soul's health.

The beneficial effects resulting from secular instruction only.

This instruction to be supplemented with religious instruction given by the clergy.

I have the honour to be, &c.

S. PRYCE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. CHARLES F. ROUTLEDGE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* KENT.

MY LORDS, January 1871.

General sketch of district.

SINCE the date of my last report a new district has been assigned to me, consisting of the eastern portion of Kent, and comprising (among others) the towns of Maidstone, Canterbury, Sheerness, Margate, Ramsgate, Dover, Folkestone, and Ashford.

Great variety.

As might be expected in a county like Kent the different portions of the district present striking contrasts, evidenced as plainly in the character of the people as in the soil on which they live; the Weald, the Isle of Thanet, the brick-making population of Sittingbourne and its neighbourhood, and the fashionable watering places of Dover and Folkestone have each their own characteristics, and the types of intelligence are so unusually diversified that it is very difficult to keep to one uniform standard and one style of examination. Sums that are almost despised for their easiness in the schools of one portion are altogether beyond the capacity of those in another; and so with other branches of education. In my report, therefore, I must strike as fairly as I can the average of the whole; and my general conclusion is, that, as far as National schools are concerned, this county has no reason to fear comparison with the West Riding of Yorkshire. Like many of my predecessors who have been transferred from the northern parts of England to Kent I had been so impressed with the general intelligence and enlightenment of the manufacturing population that I looked forward almost with despair to the listlessness and dulness which I expected to find prevalent among the agricultural labourers of the south. My anticipations have not been realised. In my present (as compared with my former) district I have found a higher class of religious knowledge, and a greater proficiency in elementary attainments, together with more frequent instruction in the extra subjects specified under Mr. Corry's minute.

Superiority of present over former district.

For this I can give no satisfactory reason. It cannot be attributed to the hindrances to education caused by the fluctuations of trade in Yorkshire, and the consequent changes of children from one mill to another, and so very often from one school to another; because quite as many hindrances are to be found in Kent. The latter are so numerous and so varied that it is almost a matter of surprise how the children get any sound education at all. To the usual potato-setting, fruit-picking, bird-keeping, &c. that are to be found in all rural districts must be added the engrossing attention which the hops require. Pole-peeling, tying, picking, &c. exercise, directly or indirectly, a very serious influence on the attendance of the scholars. If they are not employed themselves their mothers are, and then they have to stay at home to take care of the house or the baby. So in Margate, Ramsgate, and other sea-side places on the east coast the children are constantly being taken away from school to wait on the lodgers or run errands. Each district has its own peculiar difficulty. The more credit, therefore, is reflected on the people of Kent for the comparatively satisfactory state of efficiency to which their National schools have attained, which is in a great degree owing to a well organised system of Diocesan inspection.

Hindrances to education.

Statistics.

The number of schools I have inspected is 134, containing 209 separate day-school and 39 night-school departments.

The staff of teachers (not including monitors) is—

Certificated	221	
Pupil-teachers	151	
Recognised assistants	20	=464.
Unrecognised do.	72	

Accommodation is provided in these schools for 26,678 children, and there are 24,821 on the school registers, of whom there are—

In average attendance, boys	9,617	
„ „ girls	7,491	=17,108.
And present at inspection, boys	11,357	
„ „ girls	9,177	=20,534.

5,600 of the latter being in infant classes.

Out of the total numbers on the registers there are 1,492 children under 4 years of age, and 305 children over 14 years of age, and there had been at school—

(*a.*) Less than two years	14,335
(*b.*) More than four years	3,755

Counting only *once* the schools examined twice during the same year (owing to change of the date of inspection), I find that the number of children over six years of age who had attended more than 200 times was 13,538, and of these there were presented for examination 11,071, of whom there failed in—

Reading	863
Writing	1,367
Arithmetic	3,354

In night schools 802 were presented for examination, of whom there failed in—

Reading	76
Writing	125
Arithmetic	134

I give the following table of per-centage of passes for the purposes of comparison :—

Place and Year.	Reading.	Writing.	Arithmetic.
1867–8 (my Yorkshire district)	87	83·4	69
1868–9, Kent	92·2	87·1	68·2
1869–70. Kent, day schools	92·2	87·7	69·7
„ night schools	90	84·4	83·3

while throughout England generally the per-centage in 1869 was, reading, 89·97; writing, 88·2; arithmetic, 77·2.

During my two years' sojourn in Kent there has been a steady advance in almost all points. Comparing the results of last year with those of the year before, I find the following increase :— Steady advance in Kent.

	Increase.
Certificated teachers	20
Pupil-teachers	16
Number of children presented for examination	968
Number of children present at inspection	927
Number of night scholars	298
Number presented under New Minute	12
Number passed „ „	169

There is no decrease in any point to be set against the foregoing satisfactory figures.

While we are still waiting for the practical introduction of the Elementary Education Act, and the changes which will necessarily be effected in the Revised Code, the scope of my suggestions will naturally be limited. Supposing other arrangements to be left in statu quo, the transference of schools receiving annual grants and not in connexion with the Church of England to the Inspector of this district would create no difficulty, there being (in 1869–70) only 1,760 children in average attendance at these schools.

More uniform standard advisable.

Would it not be advisable to establish a more uniform standard of inspection throughout England? Under present circumstances it is quite impossible to make any fair comparison between one district and another. Four or five months ago I wrote to some of my colleagues in various parts of England requesting them to forward me a copy of the average sums which they set in their schools, and their answers afford curious specimens of diversity. Surely the Education Department might fix some authorised limits within which the requirements of the different Standards might be confined. Questions arise on many points which should be officially determined, *e.g.*, in Standard I., what is the meaning of "add and subtract figures up to 10?" My interpretation (the only grammatical one, I believe) is at variance with that of some of my colleagues, and also apparently with that adopted in the night school papers sent down from the Council Office to the managers. Similarly in other Standards. I should like to see something like the following regulations :—

New limits proposed in the arithmetic of the Standards.

(*a.*) Standard II. are only required to deal with *thousands*, Standard III. with *hundreds of thousands*, Standard IV., V., VI. being tested in any numbers.

(*b.*) Multiplication by *two figures only* is required of Standard III.

(*c.*) The multiplier and divisor in sums given to Standard IV. must not comprise more than *two figures*.

(*d.*) *Long division* must *always* be required of Standards IV. and V.

(*e.*) The common weights and measures required of Standard V. should be *troy, avoirdupois, length, capacity, time.*

(*f.*) In Standard VI. proportion should be required in addition to practice and bills of parcels, and the following weights and measures :— *Apothecaries, surface, solidity, cloth measure.*

(*g.*) *Four* sums must be given to each scholar, *two* of which at least must be worked correctly, and the others in proper method.

Specimens of sums.

These are a few of the numerous points on which there is great divergence of opinion. To illustrate my own standard I subjoin specimens of the sums set in this district.

Standard II.

Addition.	Subtraction.	
39	4683	8 times multiplication table.
407	904	
6175		
588		
690		

Standard III.

Subtraction.		
470645	19108 × 96	409832 ÷ 7
79108		

Standard IV.

£	s.	d.	£	s.	d.	£	s.	d.
207164	15	11¼	768	19	7½×67	74605	17	0¼÷59
99309	17	11¾						

Standard V.

yrs.	d.	hrs.	yds.	ft.	in.	tons.	cwt.	qrs.	lbs.
306055	274	23	764	2	7×72	4670	13	0	17÷63
70956	315	7							

Standard VI.

lb.	oz.	dwt.	£	s.		£	s.	d.
16	5	13 at	14	15	per lb.			
						£	s.	d.
(for girls)			9106 at			8	15	7.

2 doz. and 7 chairs at 12*s.* 6*d.* each.
7¾ yds. of carpet at 3*s.* 6*d.* per yd.
27 yds. of damask at 2*s.* 7½*d.* per yd.
15 yds. of binding at 1*s.* per doz. yds.

There would in my opinion be quite sufficient free play allowed for the Inspectors if some such rules as I have suggested were adopted, and we must consider the interests of the schools themselves. It is quite right that all chances of special cramming should be denied them, and that the sums should be set in all sorts of different ways so as to test the intelligence of the children. But surely their education would be sounder and better grounded if it was conducted within narrower limits. Nothing, for instance, could well be a greater farce than to find (as one does sometimes) little girls in Standard II. (say 7 years old) being tortured by addition of figures up to a *hundred million*.

Special mark of distinction required.

It is acknowledged, year after year, in our annual reports how desirable it would be to mark special distinction in schools. Already is it a truism that the mere per-centage of passes is no sufficient test of excellency. We have no means of noting a satisfactory examination, even in subjects, such as Religious Knowledge, and Geography or History, from which general intelligence is most readily discerned. The mere earning of the extra grant is sometimes very easily managed, while in elementary subjects the schedule records only the fact of passing, and makes no distinction between the glorious victory and the doubtful struggle. Why should not the special recommendation of the Inspector entitle a school to a bonus of (say) 5*l.*? Subsidiary conditions might be annexed, such as that at least four-fifths of the children who had attended more than 200 times should be presented for examination, and that instruction should have been successfully given in some higher subject.

Certificated teachers.

The number of certificated teachers is, as I have stated, 221, and I have every reason to be satisfied with them. The salary of the masters varies from 250*l.* to 54*l.*, and of the mistresses from 100*l.* to 40*l.* As a rule, they are not so highly paid as in the north, but they have much smaller schools, and the price of living is probably lower in East Kent than in Yorkshire; 29 of them are in the receipt of 100*l.* per annum and upwards, generally with the addition of a house rent free and various perquisites, such as coals and candles.

Assistants.

Of the 20 recognised assistants I need say no more than that they are of average calibre, superior of course to pupil-teachers, but not sufficiently so to justify the enormous difference of salary between them.

Most of the 72 unrecognised assistants are women, employed chiefly in teaching needlework.

Pupil-teachers.

Of pupil-teachers, 55 males and 97 females were examined by me. I can record no advance in their efficiency since my last reports. Almost all of them pass unsatisfactory examinations, and their teaching lessons are below the mark. I shall look forward with little confidence

to their future improvement until the masters and mistresses are *directly* encouraged to give more time to their instruction. Their numbers have slightly increased during the past year, not I think from any special cause. In my opinion the pupil-teachers are at present the weak points in the system of education, and in dealing with them we have need both of increased stringency, and of increased inducements to pass a creditable examination.

School buildings. The school buildings in Kent range from the magnificent group erected at Sandgate by the liberality of a single individual, to the miserable rooms at Sheerness, in which I am truly sorry to see so excellent a master as Mr. Taylor condemned to work. They are for the most part satisfactory as far as structure goes. But I have to be constantly complaining of

Bad ventilation. insufficient ventilation. It sometimes appears as if in the building and enlargement of schools, ventilation was the last thing thought of, or if thought of, it is left to chance. Windows are made to open inwards (or rather tumble backwards) describing a quarter of a circle in the process, after the fashion prevalent in churches built 50 or 60 years ago, the only effect of which is that a current of fresh air rushes up to the ceiling and displaces the bad air lodged there, driving it down to be again consumed by the children; *or* else windows are made to open exactly at the level of one's head, and a terrible draught is created; *or* a ventilator is made in the roof, and the cold air streams down upon the unfortunate class arranged beneath it. Again, openings are made in the ceilings, through which the air may escape into the roof, while no provision is made for its being carried away, the windows at each end of the roof (if there are any) being so carefully closed by louvre boards that nothing but a strong wind blowing exactly in the right direction will drive the foul air from its hiding place. I am continually impressing on school managers that, after all, the simplest ventilation is the best, viz., that the tops of the windows should be made to open, and that a few perforated bricks should be placed high up on an exterior wall or into a chimney.

Supply of books, &c. sufficient. Of the interior arrangements of the schools I have not much to say. As a rule, there is a sufficient supply of books and maps, not yet of hanging globes.

Accounts. The accounts are kept in a much more intelligible and satisfactory manner since the new system has been introduced, the plan of keeping accounts recommended by your Lordships being highly praised by men of business, but the accounts are not always made up to the end of the school year.

Logbook. For one log book that shows signs of care and thoughtfulness on the part of the teacher, a hundred contain the most meagre entries possible. "Ordinary progress" (followed by four do.'s) is hardly the intelligent diary which log books are meant to contain. The requirement of daily entries as at present carried out seems to me quite useless, though I suppose it is necessary to enforce daily entries, or there would be no entries at all. By many teachers the log book is kept in their houses, and when I remark on the evident fact that a whole page has been filled up on the same day, the answer is "Oh, I copied it from a sheet of paper "which I keep in my desk." Surely the book should always be at hand in the school.

Registers. Great improvements have lately been made in the attendance registers, and it is now comparatively easy to test their accuracy, that is to say, as far as one can test it by a necessarily cursory view on the day of inspection, and as yet I have had no reason to doubt the honesty of the Kentish teachers. There seems, however, to be still a considerable amount of ignorance of the fact that by supplementary rule 12, the registers

are required to be marked and finally closed two hours before the end of school time.

From the teachers, buildings, and books there is a natural transition to the subjects taught. But I will first state how much I deplore the small number of night scholars in my present district. While in the West Riding the evening scholars examined were in the proportion of about 1 to 7 of the day scholars, in Kent the proportion is only about 1 to 14. Small number of evening scholars.

The following is the number examined in some of the principal towns:—

Folkestone - -	0	Ashford - -	25
Dover - - -	0	Ramsgate - -	39
Faversham - -	19	Margate - -	82
Canterbury - -	23	Maidstone - -	163

These small numbers are partly to be attributed to the natural indisposition of teachers after a hard day's work to give up their evening's rest, partly to the fact that many night schools are taught by clergymen, and therefore receive no grant. But I am afraid that classes for evening instruction are not so popular in the South as in the North of England.

The burden of all Inspectors' reports on the elementary subjects is so much alike, the same complaints as to the want of general intelligence in reading, and the small number of passes in arithmetic, that I intend this year to dwell very briefly on this portion of my experience. I have already remarked on the superiority of elementary attainments in Kent as compared with my old district. The per-centage of passes in reading is 5 per cent., in writing 4 per cent., higher than in the West Riding, although in the latter point we are still 5 per cent. below the average of England generally. In arithmetic rather more than 30 per cent. fail, from various causes, some of which I have alluded to in previous years. Elementary subjects.

It is, however, right to state that the general per-centage of passes in this subject is very much reduced by the great failure in a few particular schools. In 12 schools, which I will not name this year, in order to give them an opportunity of retrieving their character, the failures in arithmetic were as follows:— One reason for low per-centage of passes in arithmetic.

(*a.*) 100 per cent.		(*g.*) 64 per cent.	
(*b.*) 80	„ „	(*h.*) 63	„ „
(*c.*) 78	„ „	(*i.*) 57	„ „
(*d.*) 73	„ „	(*k.*) 56	„ „
(*e.*) 70	„ „	(*l.*) 55	„ „
(*f.*) 69	„ „	(*m.*) 52	„ „

This will partly account for the general per-centage of the whole district being so low, even though many schools pass as admirably in this as in other subjects.

The Minute of 20th Feb. 1867 still continues to work well, though I have not noticed that it has caused any material increase in the number of pupil-teachers. Sixty-four schools have been examined in some extra subject (1,159 children being presented, and 891 passing), and in 50 of these geography was selected as the subject for examination. This is quite in accordance with my own wishes. Of all the subjects it seems to me most practical and desirable. I suggest some such course as this:— Mr. Corry's minute.

(First year)	-	British Isles.
(Second year)	-	Europe.
(Third year)	-	The Colonies.

Higher arithmetic may be usefully taught to the few scholars presented in what is called Standard VII., but it cannot be expected that a whole

class should be able to master proportion, vulgar and decimal fractions, in addition to the requirements of the six Standards.

I have arranged 46 schools (in which more than a few scholars were examined) under the following classes in alphabetical order :—

CLASS I.

Barham, B.
Borden.
Canterbury, S. Paul's.
Faversham, B. and G.
Hougham, Ch. Ch., B.
Loose, B.
Maidstone, All Saints', B.
" S. Paul's, B.
" S. Peter's, B.
Ramsgate, S. George's, B.
Sittingbourne, B.

CLASS II.

Ashford, N.S.
" S. E. Ry., B. and G.
Brabourne.
Buckland, B.
Charing.
Cranbrook, B.
Dover, S. James', B.
" Trinity, B.
Elham, B. and G.
Folkestone, S. Mary's, B.
Frittenden.
Herne Bay, B. and G.
Ickham.
Maidstone, All Saints', G.
" S. Paul's, G.
" Trinity, B.
Margate, Trinity, B.
Nettlestead.
Northbourne.
Ospringe.
Pluckley.
Ramsgate, Ch. Ch., B.
" S. George's, G.
Walmer, B.
Wingham, G.

CLASS III.

Boxley.
Deal, Parl., B.
Eastry, B.
Egerton.
Rainham.
Wingham, B.

It should be explained that in many cases there is but a very slight difference between the two classes, but the 12 schools named first have shown some special excellence which entitles them to the distinction.

On the whole, the general progress in the extra subjects is satisfactory. I do not believe there is any district in England, of the same size as mine, and labouring under so many disadvantages, which has produced more creditable results; and I look forward with confidence to the time when children in every school will be well acquainted with at least one higher branch of education. After due consideration I have decided on examining in geography *vivâ voce*, and in the case of arithmetic, history, and grammar I write out questions on the blackboard, to be answered by the children on slates or paper. An average of two hours per week is quite sufficient to prepare a class in an extra subject.

Infant schools.

Let me say a few words on infant teaching. I try to impress on infant mistresses that their object should be not so much to cram the children with quantities of isolated facts, nor even to bring them forward rapidly in the elementary subjects, as to cultivate their powers of observation. My programme for infant instruction is to give simple religious teaching, plenty of songs and drilling, various lessons on flowers, pictures of animals, coloured ribbons, &c.; and *lastly*, to ground them in the elements of reading, writing, and arithmetic. I do not believe that it ever answers to teach little children too much, above all, to teach them in a formal manner. It is better to burn all cards of "form and colour,"

and to teach by objects of everyday life, in a language in which such abominable words as "transparent" and "opaque" have no place.

I am afraid common sense is never more conspicuous by its absence than in the generality of infant schools. As good specimens of this class I name Faversham infant schools, under Miss Maria Carter, Ramsgate Ch. Ch., under Miss Joy, and Deal S. George's, under Miss Young.

I have reserved to the last my remarks upon Religious instruction. On former occasions my opinions on this point have been so fully expressed that I do not think it necessary to recapitulate them. In Kent, as in Yorkshire, there is no such thing as a religious difficulty, except in the imagination of those who have no practical acquaintance with the working of our National school system, and who argue that there *is* a difficulty because there *ought to be* one. It is recorded that in Faversham schools (where the clergyman is only one of a numerous body of managers, and there are nearly 490 children of Dissenters and about the same number of Church children) only about six or seven have been withdrawn from general Religious instruction combined with the catechism during the last 12 years, or about ·005 of a child per cent. per annum. There is no need to quote other statistics to the same effect, because I feel confident that I am stating what is now a matter of notoriety. Religious instruction.

The time devoted to this subject in schools is by no means excessive. Miss Pullee, mistress of S. Paul's school, Canterbury, where the religious instruction is extremely good, informs me that she devotes to it only 2½ hours per week, *i.e.*, half an hour's lesson every morning. Of this half hour the first 10 minutes are occupied in questioning on the subject read at the last lessson; in the remaining 20 minutes the children read some verses simultaneously, and are closely examined as to the meaning of the different passages and expressions.

The good results in this school are obtained to a great extent by constant recapitulation and examination, and by constant reference to previous lessons, so that the thread of the narrative is never lost, though of course they are due also to the earnestness of the teacher, combined with an unusual capacity for instruction.

The influence of religious lessons is enormously great, not only on the characters but also on the intelligence of the children. Where children pass a good examination in Religious knowledge, the school is always satisfactorily conducted, and well advanced in other respects. During my official experience I am not aware of having met with a single exception to this rule. Influence of religious lessons.

It makes a great difference what portions of Scripture are selected for special study during the year. I cannot convince myself that (considering the comparatively short period of school-stay) it is advisable or profitable to spend so much time on the lives of the Patriarchs and the stories of the Old Testament, taught generally without a moral, easily learnt and therefore not requiring frequent repetition, and too often given for the sake of amusing the class. One lesson being devoted to the Church Catechism, at least two (if not three) of the remaining ones per week should be taken from the New Testament; and in the upper classes *the Bible only* should be used—no dry and bare analysis. To ensure the latter point my practice is, after some *vivâ voce* questioning, to take the Books specially prepared, read out passages here and there, and examine the scholars closely on the context. This plan obviates mere cramming, and has caused teachers to be more careful about directing the attention of the children to the actual text of the Bible.

I cannot conclude my report without expressing my deep regret that, after the 1st of April next, it will no longer be "part of our duty" to examine in Religious knowledge. I regret it, for the sake both of the

Inspectors and the schools. It was the portion of my examination to which I looked forward with the greatest pleasure. It was the subject by which I could best test the readiness and intelligence of the children; and, above all, in my opinion no education can be complete or sound without it. The cessation of the Religious examination will also, I fear, be a great discouragement to the teachers, which will only be partially remedied by the appointment of another set of Inspectors for this special subject. I believe that on this point the views of the majority of the school managers in my district coincide with my own.

I have the honour to be, &c.

CHARLES F. ROUTLEDGE.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

I subjoin a few facts on the working of Faversham schools, supplied to me by the head master, Mr. Robinson, and am sorry I have no more space for his interesting remarks.

No. of principal certificated teachers - - -	3
" " " assistants - - -	2
" " uncertificated do. - - -	3
Pupil-teachers - - - - - -	16
Monitors - - - - - -	11
	35

Average attendance:—Boys - -	327		
" " Girls - -	218	=	889
" " Infants - -	322		
" " Evening - -	22		

No. of hours per week devoted in the upper classes to—

	Boys.	Girls.
Religious instruction - - - - -	$3\frac{3}{4}$	$3\frac{1}{2}$
Reading - - - - - -	$3\frac{3}{4}$	$3\frac{1}{2}$
Writing - - - - - -	$6\frac{1}{4}$	$3\frac{3}{4}$
Arithmetic - - - - -	5	$4\frac{1}{4}$
Geography - - - - -	$2\frac{1}{4}$	$3\frac{1}{2}$
Music - - - - - -	$\frac{1}{2}$	$\frac{1}{2}$
Grammar - - - - - -	$1\frac{1}{2}$	—
Drawing - - - - - -	1	—

No. of boys receiving instruction in drawing - - 96

In addition to the above, science and drawing classes in connexion with the Department of Science and Art (consisting of boys selected from the upper classes of the school, together with the pupil-teachers and other youths of the town) are taught at the Institute from October to May by some of the assistant masters who hold certificates from the Department. The results for last year were—

Drawing:—No. under instruction - - -	40	
No. passed - - - -	27	
Science:—No. under instruction - - -	33	
No. passed - - - -	15	

The staff of teachers includes masters certificated in drawing, physiology, chemistry, geology, electricity, zoology, and physical geography.

The boys' school consists of 12, the girls' of 8, and the infants' of 9 classes.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. H. SANDFORD, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him, in the Counties of* WORCESTER *and* STAFFORD.

MY LORDS,

No great change has taken place in this district as regards either the number of schools inspected, or the proportion of the population under education since I had the honour of reporting to your Lordships two years ago.

What increase there has been lately of schools and of scholars under inspection, may be seen from the following table, which gives the numbers both for the date alluded to (1868) and also for 1866, the first year during which I had charge of the district.

Increase in the number under education in the public elementary schools of the district since 1866.

DAY SCHOOLS.

Date.	No. of Departments.			Average Attendance.	Present at Inspection.		
	Annual Grant.	Simple Inspection.	Total.	Annual Grant.	Annual Grant.	Simple Inspection.	Total.
1866 -	244	20	264	21,533	25,750	1,131	26,881
1868 -	249	15	264	22,989	28,715	1,120	29,835
1870 -	272	16	288	27,021	33,740	869	34,609

Thus it appears that there has been an increase of 24 departments since 1868, and of 24 since 1866.

The number of scholars has increased by 7,728 since 1866, by 4,774 since 1868.

I cannot say that the increase of children in proportion to the population under education, though considerable, is what might be wished or expected. What this proportion has been in South Staffordshire at the different periods may be seen from the following table:—

1866.	1868.	1870.
3·7	3·9	4

In 1866 I found that 12 years before (*i.e.* in 1854), the proportion was in the most populous part of the district 2½ per cent. of the population, so that the proportion of the population being educated in church schools under inspection (which certainly amounts to 75 per cent. of the whole being educated in schools under inspection) is only 1½ per cent. more than it was 16 years ago.

I have rather a more satisfactory state of things to report as regards the supply of pupil-teachers.

Increase in the number of pupil-teachers and assistants.

The number of pupil-teachers is this year 353, in 1868 it was 294, and in 1866 was 231.

The number of assistants is still too small, it is now 35, in 1868 it was 32, and in 1866 was 25.

The number of pupil-teachers is therefore 122 more than it was four years ago, that of assistants is only 10 more.

Though the number of apprentices has thus increased, the teaching power in most of the schools is lamentably deficient.

General deficiency of teaching power.

The evils resulting therefrom.

As I have pointed out in previous reports, the two great defects in our present system are the want, not in most cases of school room, but of teaching power, and of some means of bringing the young regularly to school. The difference between those schools in which the teaching power is in proportion to the number of scholars of different ages and of those in which the teaching power is deficient is very striking; hence the superiority of some country schools, like Tardebigge, Hagley Clent, Enville, and Stoke Prior, where the teachers have a number fairly within their compass.

In large schools, where a single teacher aided, perhaps, by two or three very youthful assistants about as big as the children they instruct, has to deal with a multitude of children of very different ages and capacities, the result is, as a rule, very unsatisfactory, even with an energetic teacher.

The plan of appointing a female assistant (ex-pupil-teacher) to take charge of 80 or 90 infants in a separate room would satisfactorily meet the case of a large number of schools in this district if it could be sanctioned by your Lordships. This evil in regard to the defective supply of teaching power will, it is to be hoped, be remedied to some extent by the increased amount of public aid that may be expected under the new Act.

It is not, however, possible to speak very decidedly on this point; the establishment of the school-rate may have the effect of lessening that part of the income* of voluntary schools that is derived from subscriptions.

Supposing, however, that in most cases the income of existing schools will be slightly increased under the new Act, care will have to be taken that the increased grants go towards strengthening the teaching staff, where it is at all defective, rather than towards increasing the salary of existing teachers. It may be objected that, when there is an abundant staff of assistants, a good deal of work, especially in the lower classes, which is done by the head teacher when he is comparatively alone and unaided, will be relegated to assistants, and will therefore be worse done, and I must say I have known cases, where on the introduction of the New Code and consequent diminution of pupil-teachers, the teaching has improved, because the master not very energetic hitherto has felt himself constrained to take more of the teaching upon himself. But in too many cases the deficiency in the staff of pupil-teachers or assistants is made up for by the employment of very young and unskilful monitors, and nothing but evil is the result; of course when the numbers are large, the head teacher, however active and earnest, is obliged to have recourse in some degree to this kind of assistance. The more youthful his assistants are, of course the more of his time should the head master give to supervising and examining their classes, and instructing them in methods of teaching. This is hardly in many cases enough thought of. One may sometimes see a head teacher occupied in overlooking the first division at some writing exercise, while a young monitor is hearing a large class of the younger children read: whereas the latter class is just the one that needs the attention of a teacher, who can not only hear them read, but

* The proportion of school income derived from voluntary subscriptions is strikingly small in this populous manufacturing district—only 8,266*l.* as contrasted with 13,201*l.* from Government grants, and 12,144*l.* from school-fees, *i.e.* only one-fourth of the whole income.

teach them how to read. A teacher who lets his influence be felt throughout his school either goes round periodically to each class during the reading lesson, or at the end of the lesson questions the scholars for a few minutes on the meaning of the words and sentences, hears some of them read, shows them how to read a passage distinctly and as if they understood it, and takes care that the whole class reads the passage as he does himself. With a good staff of pupil and assistant teachers, of such an age as to justify his committing at times the care of the senior classes to them, a head teacher will be able to give more time than he often can now to this all-important point of supervising or aiding the work in the lower classes. This supervision is also much wanted in regard to the more intelligent teaching of arithmetic in the lower classes. If a pupil-teacher or monitor is teaching arithmetic from the black board, I often put questions to see whether the scholars, say in the 3rd standard, understand the principles of the process by which the sums are worked in subtraction or division. I am in some instances much pleased with the result; but often I am led to infer that very little time has been given to this the more intellectual part of the arithmetical exercise.

Importance of an active supervision of the whole school by the head teacher.

Another point in regard to which I think the head teachers might with advantage try the younger scholars more frequently is in writing down numbers from dictation. In girls' schools this latter point seems more frequently to require attention than in boys' schools.

Speaking generally, the character of the pupil-teachers in the district for diligence and good conduct stands high; of their attainments too in the earlier years of their apprenticeship I can speak favourably; there is a falling off however in their later years.

A list of the pupil-teachers of the district, showing the place each has attained in the annual examination, which has been very carefully and methodically prepared by the assistant, Mr. Lewis, and which I have myself revised, has helped to draw my attention to this point. The teachers in the later years of their apprenticeship obtain proportionately a much smaller number of marks than those in the earlier years. This may be owing in some cases to a kind of physical and mental languor that comes over young people at a certain age; it is partly also because the subjects they have to deal with require the exercise of higher powers of the mind than those of the earlier years. To solve anything in the way of a problem in arithmetic, to see what different rules are to be applied to its solution, requires a greater mental effort than to work sums merely according to a rule prescribed; for though pupil-teachers (male pupil-teachers at least) will often show considerable intelligence in solving arithmetical problems, yet to understand the proof of a given rule appears to be still more difficult. I have seldom, if ever, found them able to give the proof (drawn from the algebraical process) of the rule for extracting the square root of a given number in arithmetic, or for reducing circulating decimals to vulgar fractions. So in regard to grammar, the power of reflecting which the higher exercises in this subject, such as analysis, require, is too often wanting; it is an act of reflection to decide what attitude of the mind a given sentence expresses, *e.g.*, whether it is a case of direct or indirect assertion, and so of principal or dependent sentences, and it is this which appears to be so hard to many young minds. It is a mental exercise of the same kind to see whether certain words are used as verbs or merely as participles, and to discern the conjunctional force of such words as "that," "when," "where" when used to show the relation between one sentence and another.

Attainments of pupil-teachers. More reflection and mental application on the part of the elder ones needed.

Instruction in schools.

In regard to the schools, the result of the teaching in elementary subjects as compared with what it has been in former years may be judged of from the following table :—

Elementary subjects.

	Per-centage that passed in		
	Reading.	Writing.	Arithmetic.
1866 - - -	87	87	68
1868 - - -	90·5	89·5	70·5
1870 - - -	90·8	89·2	74·9

Extra subjects.

Extra subjects have been taught successfully in 55 out of the 115 boys' and mixed boys' (annual grant) schools of the district, and in 16 out of the 62 girls' schools; the subjects generally chosen have been grammar or geography; history has only been chosen in eight cases; domestic economy and the laws of health only in two cases, though a slight amount (I must say very slight amount) of practical knowledge on these two latter subjects is possessed in many schools. It would be well if a special grant (however small) were made for needlework in girls' schools, and if the amount of grant were made to depend on each scholar (or class) producing specimens of her (or their) work. In the lower classes the specimens shown are often very scanty. The sewing, however, is very good throughout in the Corngreaves, Goldshill, St. Peter's, Wolverhampton, and Tettenhall girls' schools; it is good too at St. Mark's, St. Paul's, Wolverhampton; also at All Saints' and St. James', West Bromwich.

Religious instruction becoming more practical.

The amount of religious knowledge to be found in our National schools does great credit I think to our teachers; many of them now seem to be anxious that their scholars should not only be acquainted with scriptural facts, but should be able to draw lessons from them for the guidance of their own lives and conduct. It must be allowed that such practical instruction in Christianity is not so universal as might be wished, and in some cases the elder boys and girls need a great deal of "leading" before they will see how to draw the most obvious inference from a story or parable. Again, owing to the large numbers of young people he has to deal with, that special interest in the moral improvement of each individual scholar is too often wanting on the teacher's part, without which Christian instruction imparted generally to a class or school is apt to miss its mark; but I cannot agree with those who urge that there is little or nothing in the religious teaching of our parochial schools that can appeal to the conscience or influence the lives of the scholars.

It is a great subject of regret to me that the examination of schools in Christianity is to be henceforth no part of my official duty. There are still, however, several important points bearing on the moral and physical training of the young, besides the reading, writing, and cipher-ing, which in the eyes of many are all that the State need concern itself with in education, that are secured by your Lordships' regulations.

Various points required in our system of State aided education.

It will be well therefore to state what are some of the points required in schools aided by the State in addition to the three great essentials above alluded to, and to notice at the same time to what extent the schools in this district have made progress in regard to the points specified.

Good discipline.

First then, the Government regulations provide that if a school is to receive grants the discipline must be to some extent satisfactory. Discipline in one sense of the word, that is, the maintaining proper order in school, is necessary even if regard be had to merely mental progress. It is impossible that much, if any, mental progress can be made among masses of young people congregated together in large rooms unless to some extent order is enforced.

School discipline: how far it has improved in the district.

The existence of discipline in its higher function, as the training of the young in habits of truthfulness, purity, and kindness, it is hardly possible to secure by Government regulations; nor is it easy for an Inspector to ascertain whether such discipline is carried out. But it is possible to ascertain whether work in school is done honestly, whether excessive roughness and a quarrelsome spirit in school and in the playground are checked, whether cleanliness and neatness are encouraged. I am glad to be able to give on the whole a satisfactory account of the discipline of the schools of this district. The order is better than it was five or six years ago. I find that in 53 of the 120 boys' and mixed boys' schools (annual grant and simple inspection schools) of the district it is good, that in 55 it is fair, imperfect only in 12. The young people, who are always in these parts cheerful and good natured, are less rough and more courteous than they were when I first knew the district, and the examinations are, as a rule, honestly conducted. Yet there are still some schools, especially in places that are poor and populous, where from inadequate teaching power the order is imperfect; some where (though the boys are quiet in school) they are rough in the playground, and in going out and coming into school. Other schools there are where the discipline is carried out harshly, and obedience is only secured by physical force. But it is not in cases where the master rules by fear mainly that one finds that prompt and intelligent obedience which is the result of really good discipline; rather in schools where a kind of *esprit de corps* makes the boys take a pride in the discipline: where the fear of punishment is the only influence at work, there is order perhaps in the class which the master has beneath his immediate eye; on the other hand, where it has become a matter of conscience with the scholars to observe order, in such cases the teacher can secure its prevailing throughout the school.

Military drill in schools.

The importance of military drill in its bearing on discipline has often been brought before the teachers of this district. The practice of drill in the playground will not, if the teacher relaxes his control in school, ensure good behaviour there; yet it tends to make boys prompt in obedience, and when they have been trained to move in bodies in the playground it is easier to deal with masses of them in school. The drill is very good now, not only at Holly Hall, where it is carried out on the largest scale, but also at Halesowen, the Butts school, Walsall, where it has an excellent effect on the discipline, at St. John's and St. Matthew's schools, Wolverhampton; at Netherton; at Bromsgrove.

The importance in a national point of view of having the youth of a country subjected to a system of good discipline cannot be over estimated. Surely not the least of the advantages which in the late war Germany has possessed over her antagonist has been the superiority of her people in regard to discipline, and in regard to the habit of self control and the power of acting in concert in obedience to orders, which discipline gives. Nor can it be doubted that this superiority is in great measure owing to the educational training to which, especially in Protestant Germany, the mass of the youthful population is subjected.

Again, your Lordships' regulations require, in order to qualify a school to receive an unreduced grant, that the general instruction besides the

Intelligent teaching required; cleanliness in the children, attention to ventilation.

mere reading, writing, and arithmetic should be to some extent satisfactory. This implies that some attention be paid to the points I have already dwelt upon, viz., to the employment of methods that are skilful, and to teaching in such a way as is calculated to draw out the intelligence of the scholars. For it is clear that an education, if it may be called such, which makes little or no attempt to exercise the minds of those brought under its influence, does not fulfil the purpose for which a State aided education is established. The schools of this district stand pretty well in this respect, but it is the one point to which more and more attention should be given.

Reasons why education, which has effected much, has not effected more for improvement in the district: how it may be rendered more effective under the new Act.

If this last-named object be secured, and if those under instruction are properly grounded in the elements, if the discipline be firm, if the school rooms be suitable, and if the atmosphere in which the scholars are taught be healthy, all the conditions on which State aid is given to education are fulfilled. That in this district our State-aided schools have not exerted a greater influence on the youthful population is owing to the operation of causes to which I have frequently called attention. I will in this report content myself with enumerating such of these causes as may now, by arrangements to be made under the new Act, to some extent be removed, pointing out how, as it seems to me, this may be best effected.

Inability of many parents to pay school-fees.

One of these hindrances is the real or alleged inability of a certain class of the parents to pay the school fees, or more than a very small fee. This difficulty may be met in the following way:—First, let the school fees for the upper classes of a school never, except in the case of the children of well-to-do parents, exceed 3*d.* weekly. I say for the upper classes, for the fees in the lower classes of a school are generally low enough, often too low. With the increased grants now to be made from the national treasury, which may amount to about 4*d.* a week on each scholar, it would not be desirable, except in the case of the better paid artizans and of tradesmen, to have the school fee for any class or standard above 3*d.*

Power given to School Boards to pay school fees in certain cases: how far this power should be exercised.

Again, by the 25th clause of the Act, school boards can arrange (when they have found out the cases where there is a real inability to pay the school fees) to pay them, or a portion of them, to any school which is a public elementary school within the meaning of the Act which the parents may select.

Friends of the parochial and other existing schools would do well to notice that the boards will have power in this way to help towards the support of the institutions in which they are interested. Even those persons who may be more inclined to favour the new rate-supported schools will not fail to see the extravagance of establishing free schools in every part of a town to meet the case of the more indigent children, when schools already exist to which their parents are ready to send them. In districts where few, if any, rate-supported schools are required, the greater portion of what is given towards education from the local taxation may be spent in paying the school fees of such children, and therefore in such cases the amount to be raised by local rate will be but small.

I must own that the power given to school boards under the Bill, as it was first put forth by the Government, to aid directly out of the rate, to a liberal extent if they wished, the existing schools when conducted under a time-table conscience clause, was, in my opinion, what was most wanted to remove certain inequalities and defects in the present system which, in common with my colleagues, I have often pointed out. This alone, in districts where little fresh school accommodation for primary

instruction is needed, but where existing schools are badly supported by local wealth and very poorly supplied with teaching power, would secure for education the local support it is entitled to. Under the Act, as it now stands, the localities, in such cases, will continue to do very little, and the general taxation of the country will have to some extent to make up for their neglect of duty. Still there will be some improvement in this respect; the fact that, even where no new rate schools are needed, school boards will be able to tax the localities for the support of existing schools to the extent of the small sum necessary for defraying the school fees of indigent children, will be a something gained.

Industrial element should always, if possible, be introduced into free schools.

No doubt the question of paying the school fees for neglected children is one involving great difficulties. It may answer well in America or Germany, where everybody pays the school rate (or a school fee levied as a rate) to admit scholars without the payment of the weekly pence, but parents of the neglected children in this country are not likely to pay such rate.

The following plan might be adopted: where the cases of such children are few, free schooling at the ordinary schools might be given them, but in all places where their number is likely to be large let there be under the local boards schools where industrial training is combined with mental instruction, so that children whose parents can pay nothing towards their education may do something towards earning it. Such industrial work will greatly benefit the children themselves, and will to some extent reimburse the public which pays for their education, for the work of these youthful operatives can really be made remunerative.*

It would be well to have one such work school for every 20,000 of the population.

I was much struck with the results of industrial training given in schools as I found it established in several Scotch towns (Aberdeen and Edinburgh) which I passed through this summer. The industrial schools I saw were attended partly by children committed under a warrant, but partly also by voluntary scholars, poor and neglected children. At Dr. Guthrie's industrial school, Edinburgh, out of 245, 148 are voluntary scholars, 96 of them not being lodged, only receiving meals at the institution. These last belong to a class which is very numerous in our black country (and in most other large) towns; a class for whose education State provision is needed more than for any other class, but which hitherto we have practically ignored. The class I mean is that of children who are neither criminal nor vagrant, nor without homes where they can go at night, but yet are thoroughly neglected. Now there is no proper educational provision for this class; magistrates either cannot or will not commit them to industrial schools; and in this district, even if they would, there is not a single industrial school to which they could be sent. These children are often too dirty and untidy to associate with the ordinary scholars of the National or British schools; besides, there ought to be an industrial element in the education which is to fit children of this irregular class to be useful as well as intelligent citizens.

Industrial schools in Scotch towns.

Another part of the plan of these Scotch industrial schools gave me much satisfaction. I mean the meals that are given to the children, both to the day scholars and to those committed under a warrant. These meals, consisting of soup (Scottice, hodge-podge) and porridge, are prepared by the girls, with the help of the matron. Hence was derived a

* At Dr. Guthrie's industrial school (Edinburgh), the proceeds of the industrial work of the scholars for this year amounts to 217*l.*

double benefit, one from the improved health and vigour which this wholesome food evidently imparted to these formerly half-starved children, and another from the industrial habit and knowledge of plain cooking acquired by the girls who prepared the food.

Of the four schools which I visited, two had only voluntary scholars; the two others belong to the class which is established under the Industrial Schools Act, and forms part of our reformatory system; but schools to meet the case of the class I am alluding to should be under the school boards, and form part of our educational system.

Schools under the Industrial Schools Act not what is chiefly needed in this district.

Industrial schools under the existing Act will scarcely, as I have shown, reach a tithe of the class I have been speaking of; and, in the second place, industrial schools as now constituted, where children are lodged as well as boarded, are very expensive establishments; expensive, I do not say, as compared with the evils they remedy, but compared with what might be effected by schools which simply provided one or two meals a day without lodging.*

I would remind your Lordships that this plan of having schools in the poorer neighbourhoods that might give food to some extent as well as instruction, has been strongly recommended by Mr. Fearon in his report on the state of education in Liverpool and Manchester. I would add to his suggestion that whenever food is given, some industrial work should be required from the children, and that to encourage such industrial work a grant of 20*s.* or 25*s.* per annum on each scholar should be made to any school when it is combined with mental instruction.

Surely it is an anomalous state of things that while institutions in which children of the semi-criminal class are lodged and boarded, may be aided by the Home Department to the extent of 4*s.* 6*d.* per week on each inmate, an elementary school which should adopt the plan of giving a meal a day to the much more numerous, more deserving class that I have mentioned, would lose its right to receive the ordinary grant on each scholar of 15*s.* a year from the Education Department.

Hindrance to education arising from early removal of children from school.

Effect of the educational clauses of the Factory Acts Extension Act and of the Workshops' Act of 1867.

The other hindrance to educational progress arising from the apathy of parents who send their children irregularly to school, or not at all, or, above all, take them away at an early age before they have been really influenced by education, still exists. The Acts of Parliament which have been lately introduced, partly to meet this evil, have only to a very limited extent accomplished their object in this respect. The direct influence of the educational clauses of the Factory Act of 1867 in the hardware districts is shown only in the case of about 53 children who attend school short-time under the Act, whereas in Kidderminster under the old Factory Act the number of half-timers has of late increased considerably, and is now 310; the indirect influence, however, in raising the age of the children who attend school full time is considerable. The per-centage of boys over 12 in the schools most affected by the demand for juvenile labour in the district is seven as compared with five, which it was before the passing of the Act.

The result of the operation of the Workshops Act does not speak favourably for the system of permissive legislation. The local authorities in several towns have allowed me to bring the question of enforcing the educational clauses before them; but out of the 12 or 13 districts in South Staffordshire and North Worcestershire where the Act ought to be put in operation, only one place, Bromsgrove, has adopted it. It is

* The meals at the Edinburgh industrial school (Dr. Guthrie's), which were more frequent than would be required in most cases, cost for each non-inmate 3*l.* 5*s.* per annum; for each inmate 4*l.* 2*s.* 6*d.*

to the credit of this little town that it sends more half-timers under the Workshops Act (viz., 40 or 50 from its nail shops) than there are under both Acts in all the other towns of the district put together. The meetings of working people which have been held there for the discussion of the Act, at which I was present, and which were attended by Lord Lyttelton, the vicar, and several local magistrates and nail-masters, doubtless had some effect in drawing attention to the benefits to be derived from its adoption, and in showing that the *public opinion* of the working class was in its favour.

Working classes at Bromsgrove and other places have at their meetings pronounced in favour of compulsory school attendance.

I have little doubt that if the more intelligent members of the working class are properly represented on the school boards, the clauses of the Education Act for compulsory attendance will be carried out. Such men, who see more than others the evil which their own class suffer from the want of mental training and discipline, and who are liable to have their own children corrupted by the degraded children of careless parents, have always, at every discussion on the subject which I have attended, expressed themselves strongly in favour of regulations to secure education to the young. Money spent on increased grants, in paying school fees for the poorer class of children, or in providing fresh school accommodation will all be so much money wasted, at least in the town districts, until school attendance is secured by law.

Short time school attendance to be secured up to 14 or 16 if it is to be of much use.

Employers of labour in this district are almost invariably in favour of compulsory school attendance, but the notion which is common amongst many of them, that education can be finished and done with before 12 years of age (*i.e.* before the child is employed at all) will find little favour with those who know much of boy nature, or who have had anything to do practically with the work of education. The country can of course make up its mind either way, as to whether it means to have the population of its town districts well disciplined and well educated or not; but to suppose that this can be effected until some education is secured up to the end of the fourteenth year is quite unreasonable. Schooling for two or three hours a day (or five hours alternate days) up to 14 is of infinitely more importance than full time instruction up to a less age. Fourteen is the age universally fixed in Germany, except in a few Roman Catholic districts; and English children are certainly not more apt to learn than those of Germany; they are gifted with wills of their own which require at least as much training and discipline. If 13 is permanently fixed as the age at which regular schooling is to cease, partial attendance (three or four hours a week) might be required up to 15 or 16 (according to the plan adopted in some cantons of Switzerland and States of America) in our manufacturing and mining districts. Several leading employers of labour in this and other districts (*e.g.*, Mr. Brinton, of Kidderminster, Mr. S. Hanbury, of Smethwick, and Mr. Algernon Egerton, connected with the Bridgewater estate collieries) have written to me in favour of some such enactment, and several, such as the Messrs. Chance, of Smethwick, and Messrs. Harper, of Willenhall, carry it out with excellent results. In the case of those young people whose hours of labour are limited by law, the State has a special right to provide that some of the leisure time thus secured to them be spent profitably. It must be allowed that until the hours of work in mines and factories be still further limited (*e.g.*, to nine per day), or night work be abolished in the case of those under 16, there would be great difficulty in enforcing this regulation. If there is one point more than another which has impressed itself upon me from what I have seen of the young working people of this mining and manufacturing district during the last 15 years, it is, that the schooling which ceases at 11 or 12 years of age is in a great

number of cases almost valueless; certificates to secure that up to this age it has been given, will not mend the matter.

In proof of this I may mention the very backward state of the majority of the young working people between the ages of 12 and 20 who attend the night schools of the district. Of 1,534 examined in the last year, 869 or 55 per cent. were unable to pass in the third standard; yet of these 1,534 nearly 555 (or 36 per cent.) had been four years or more at school in childhood. Again, out of 348 night scholars examined within the last three months in Bilston and Wolverhampton 213 were below the third standard, yet of these 213, 82 (or 38 per cent.) had been as children four years or more in attendance at day schools.

III. Third hindrance. Want of teaching power for night schools.

Another defect in our system was the want of a well organized plan for the instruction in evening classes of those who have left the elementary day schools. The number of those present at examination in such evening classes in the district was 3,109 males, 1,053 females. The arrangements for night school instruction in this district, and also in other parts of the country where I have acted for the Department, are very imperfect, the teaching power employed, considering the great amount of good evening classes are calculated to effect, is most inadequate. Where there is a large day school a night school cannot be effectively conducted unless there is one or more assistant masters; yet in the whole of this populous district there are only 17 cases in which second or assistant masters are employed. If increased grants are to be made under the New Code towards night schools, it will render it easier for school committees to raise the amount needed for the salaries of such assistants. If the increased grants are so graduated that their amount will depend in some degree on the number of evenings the school is kept open, another evil connected with these institutions may be obviated, which is, that in many cases they are kept open for so very small a portion of the year that little can be learnt in them. Considering the large number of young people from the works of adjoining manufacturers which attend the parochial night schools it is much to be regretted that local wealth cannot be taxed for their support. Some few of the employers of labour in the district, tax themselves for this object, as the Messrs. Hickman and Messrs. Rufford, near Stourbridge, the Messrs. Salter, and the proprietors of the Eagle works at West Bromwich. Three well-known firms have night schools of their own connected with their works. The success of the night school, however, does not depend on its belonging to the proprietor; but on his using his influence to induce his young employés to attend it.

It is true that a large proportion of the night scholars do not receive that attention from competent teachers that they need, and do little more than keep up to some extent the knowledge they acquired as children; but if it be borne in mind that but for the night schools even this would almost all, in very many cases, be forgotten, the evil that is prevented by these institutions must be allowed to be considerable. Besides, as I have been able, through the very valuable help afforded me by the assistant, Mr. Lewis, to examine a great majority of the night schools, I can speak from my personal knowledge of the attentive interest which a large proportion of these scholars from the factory and the mine show in their work.

IV. Another defect: want of some responsible authority in each district, with power to

Another great want in populous neighbourhoods like this has been the absence of any competent local authority to see that proper school accommodation be provided in each district, and that the people avail themselves of it. Such an authority will now be found in the school boards to be appointed under the new Act. This Act is the first recog-

nition of the great principle that the nation as a nation is bound to see that effective education is provided everywhere for the people; that this is not to be left to the chance efforts of a few benevolent individuals; that it is the duty of the whole district in each case and not of the clergy only to care for that education; that the central Government is bound to stimulate if needful the local bodies to the discharge of that duty. It is a great point to have this principle at last recognized in this country, and to know that now there will be in the various localities boards of men responsible for education, even though at first, through want of experience, many mistakes may be made by such boards.

secure that education is provided—this now remedied.

It is impossible that the parochial clergy and a few other ministers of religion can continue to bear so large a portion of a burden which ought to fall equally on the whole population. Yet it is well, at this crisis, to remember what some of the clergy, aided merely by a staff of zealous intelligent teachers, have accomplished for civilization in some of the rudest parts of this populous district. Yet even in districts where the clergy by their efforts and sacrifices have been able to effect so much for education, how vast is the work that has been left undone, and indeed has not even been attempted; moreover there are places where no energy on the part of individuals can be expected to cope effectually with the mass of ignorance around them.

There is Lower Gornal* for instance, with a population of about 6,000, chiefly nailers and miners, many of them sunk in the depth of pauperism, where I found last summer only 76 in the National schools (this being the only school under inspection in the place) while there were numbers of children running idle in the adjoining streets and lanes. Again there is Sedgley with some 10,000 inhabitants (a large proportion of them nailers), where, though vigorous efforts are being now made by the new vicar and others, there have been hitherto no more, at my visits, than 50 or 60 in the National boys' and girls' schools of the place, with some 200 children besides in infants' schools and branch dames' schools.

Inability of the clergy, in spite of the great work which they and their friends have accomplished, to secure that education is provided in all districts.

Again there is Willenhall with about 16,000 inhabitants, where little more than 900 children are taught by trained teachers; where only 4½ per cent. of the scholars are over 12 years of age in the National schools, and where there is not a single public girls' school.

There is Bilston, where the parish clergy find the greatest difficulty in keeping up the girls' schools, and there are large girls' school-rooms half empty. Brierley Hill too may be mentioned, where there are not more than 650 scholars in all the State-aided schools of the town, and in the National schools not more than 10 boys over 12 years of age, and not more than 16 in any night school; the population being 11,000.

Surely it is time that whatever zeal for improvement exists among any class in such neighbourhoods, should be enlisted in this work of advancing education.

In order to secure an enlightened and influential board in each district it will be desirable in many cases that the boards should represent the population of as extensive an area as possible.

The question of determining in what parts of each parish or district schools should be continued or established, and of what kind they should be, is one which I trust will greatly occupy the attention of the school boards as well as of your Lordships. In this way care may be

One especial point calling for the attention of School Boards

* Yet even in Gornal I have been present at a meeting at which working miners passed a resolution in favour of a law to secure short-time education to their boys up to 16 years of age. I am glad to hear that some improvements are now being made in the educational arrangements of this parish.

and of the Department the present ill-arranged distribution of schools.

taken really to meet the educational wants of each neighbourhood, and to avoid the mischief that arises from the ill-judged, ill-regulated distribution of schools (I allude chiefly to those that are not State-aided), which in many cases at present exists. This is a point which Mr. Fitch in his report on the state of education in Birmingham has noticed.

Those who are conversant with the working of our educational system and have compared it with that of other countries cannot fail to notice how much power is wasted, how much work is left undone (which with an equal amount of money and energy better directed often might be done), how much mischievous rivalry exists between different institutions interfering with each other, through our want of system in educational matters.

In a populous district of North Worcestershire which I visited the other day to look at some schools not receiving Government aid, I found within a few yards of the parochial schools a large Wesleyan school; then, some 200 yards off a large school called a ragged school, but really as it seemed to me composed of pretty nearly the same class of children as attended the other schools; a medley of these children I found of all ages in one room under one teacher; then just opposite this last-named institution, some Nonconformist body was going, I was told, to erect an entirely new set of schools.

Gradation of schools embracing various (social) classes and stages of attainment in Switzerland, Germany, and America.

How different is the state of things in a country where system in these matters prevails; in a Swiss town, for instance, there would be the elementary schools or people's schools placed so as to suit the convenience of each neighbourhood; then above them, not rivalling but supplementing them, the higher citizen or real schools; then probably crowning all the gymnasia or grammar schools; all these working harmoniously together, each taking its proper sphere in the field of educational labour.

No system properly to be called National which does not comprise this.

This is a state of things which we may hope gradually to work up to; it is evidently what the Endowed Schools Commissioners have in view; and which they might carry out without curtailing the benefits afforded by endowments to poor scholars; but I do not see why something in the way of a proper gradation of schools should not be accomplished at once. Departments for secondary instruction might be established in connexion with our parochial schools (somewhat on the plan carried out with marked success by Sir L. Stamer at Stoke-on-Trent), for which smaller grants than those made towards primary instruction might be paid by the Department; again some of the endowed schools which now unprofitably interfere with the State aided schools might be turned, as the Commissioners under the Endowed Schools Act propose, into trade schools or middle schools for girls; free schools, and so-called ragged schools might be reconstructed so as really to meet the wants of the class which now attends no school at all; above all the mistake may be avoided of establishing a number of new rate schools to do the same work which such a variety of institutions are already engaged in doing.

As things now are, both the class below the respectable poor on the one hand, and on the other the élite of the scholars from our primary (State aided) schools who now leave them to go and be "finished" (too often spoilt) in private seminaries, and almost the whole of the class which in Germany, Switzerland, and America attend the intermediate schools, are ignored in our National system. Yet is evident that no system of education can be properly called National which does not provide for different capacities and grades of attainment, nor indeed can any system of primary instruction be worked properly except in connexion with systems for higher instruction.

It is impossible, I am convinced, that the instruction in science which some so strongly recommend for primary schools in our mining and manufacturing districts can be given in any systematic manner (except to evening adult classes), or indeed that secondary instruction of any kind can be satisfactorily given, until some fresh organization of our schools to suit such instruction be adopted.

Higher grades of schools necessary before scientific instruction to any extent can be given.

Nor again, will any such higher instruction be imparted with good effect until the other object to which I have alluded be secured, *i.e.* until our youth be kept at school up to an age at which they can profit by such instruction.

I have tried then, my Lords, to point out what the educational wants of this district are, and to show how some of them may be met by arrangements to be made under the Act lately passed to provide for education; how far they will effectually be met must depend very much on the amount of zeal, intelligence, and fair dealing which the different localities will bring to bear on the working of the Act.

No one, I believe, is so well aware as your Lordships that much remains to be done in the way of legislation on this subject before the system of public instruction in the country can be said to be complete, and that fresh measures for bringing education home more effectually to those who need it most will have to be introduced before the youthful population can be permanently influenced by it. Education must be allowed to do its work thoroughly: then we may hope to see in districts like this a people as amenable to reason, as remarkable for love of order and system and for power of united action, as they are now for honesty, vigour, and independence.

I have the honour to be, &c.

H. SANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. H. SMITH, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CHESTER, FLINT, *and* DENBIGH.

MY LORDS, Tattenhall, November 1870.

I HAVE the honour to present my general report for the year ended August 31st, 1870.

Limits of district.

The district assigned to me comprises that portion of the county of Chester to the west of a line, drawn roughly, from Warrington through Northwich and Middlewich, to Crewe, together with a strip of the border counties of Flint and Denbigh, from Rhyl on the north to Ruabon on the south. It includes the seven census districts of Runcorn, Northwich, Nantwich, Wirral, Great Boughton, Wrexham, and Holywell.

Number of annual grant schools inspected.

Number of simple inspection schools.

The total number of annual grant schools that I have inspected during the year is 150, containing 227 departments. In addition to these I have visited 10 only of the 27 simple inspection schools on my list.

Simple inspection not pleasant work for the inspector.

Yet important benefits derived from it.

Although this latter part of my work is less pleasant to the inspector than that of visiting annual grant schools, owing to the ignorance on the part of the teacher of the system prescribed by your Lordships, and the frequent neglect to fill up the forms, yet I attach much importance to it. Besides the stimulus which the visit of an inspector can hardly fail to give, it affords an opportunity of explaining your Lordships' regulations to the managers, and of urging the teacher, if he appears to be otherwise qualified, to endeavour to obtain a certificate. There are seven schools in my district which have passed during the year from the simple inspection to the annual grant list, and in four of them the transition seems to have been more or less owing to a previous visit of the inspector. And if to these seven are added six new schools, which I have

Increase of annual grant schools.

either visited or promised to visit, the result is 13 additional annual grant schools. From these there should be deducted two schools which have lapsed into simple inspection, and there remains a balance of 11 schools which during the year have become eligible for an annual grant. This increase, being nearly 7½ per cent. on the whole number of annual grant schools in my district, seems to indicate a satisfactory, if not a rapid growth of the system of grants for education administered by your Lordships.

Nine schools passed examination without failure.

In the following nine schools or departments of schools, every child presented for examination passed without failure in any of the three elementary subjects of reading, writing, and arithmetic :—Birkenhead St. Peter girls, Christleton girls, Acton girls, Marston mixed, Tranmere St. Catherine boys, Tranmere St. Paul girls, Eastham mixed, Hawarden St. John mixed, and Ashton Hayes mixed. In most of these schools one or more additional subjects were taught, but only the three first mentioned actually obtained the extra grant of article 54. Ashton Hayes school is one of the seven which have passed over from the simple inspection to the annual grant list, and has made a good start under a certificated master and mistress; but for obvious reasons it is easier to do well at the first than at any subsequent inspection.

Necessity of comparing number presented for examination with number qualified by attendance.

In judging of the value of a school by the results of an examination, it is, however, necessary to compare the number of children actually presented for examination with the number qualified by attendance. I am therefore glad to notice that in the Form xxiii. now in use, a column has been added containing this information. It will be of great service in enabling an inspector to measure the relative

success of different schools, for "it is obvious," as Mr. Temple says in last year's report, "that if one school presents all its scholars and has "ten failures, and another keeps back 20 scholars and has no failures, "the first school is the better of the two." For this purpose Form xxiii useful.

There are several other schools that deserve honourable mention:— Frodsham endowed, Stretton girls, Northwich Weaver boys, Warmingham mixed, Wallasey girls, Hoylake boys, Tranmere St. Catherine girls, Oxton girls, Bebington both boys and girls, Bunbury Grammar, and Oulton Park. In each of these schools there was not more than a single failure, and some of them are hardly, if at all, inferior to the nine in the first class. From this honour list there are four schools that should not be omitted. The girls' departments of both Brymbo and Minera schools show how much may be done by gentleness and kindness to refine and civilize the children of a rough mining neighbourhood. Chester model school deserves praise for the wide and varied education which its popular master imparts with much success, as well as for the gentlemanly bearing of the boys; and the large schools at Crewe supported by the London and North-Western Railway Company are a conspicuous example of wise and liberal management. Other schools honourably mentioned.

Of the above schools selected for honourable mention, it will be observed that a large proportion are single departments for one sex only. I used to hold the opinion that mixed schools were the best, the boys receiving refinement from the girls, and the girls being stimulated by the boys to aim at higher attainments. My experience of the last two years has convinced me that I was wrong. I seldom find a mixed school at all equal either in discipline or attainments to the best *unisexual*. But on the other hand, wherever only two departments may be had, I infinitely prefer a mixed school and an infants' to two separate departments of boys and girls. The value of an infants' school can hardly be exaggerated. No contrast can be greater than between the heap of restless infants huddled in a corner of a mixed school and ruled over by a monitor, and the cheerful and orderly groups of children in a good infants' school. "Unisexual" schools better than "mixed." Mixed school and infants', however, better than two separate departments of boys and girls. Great value of infants' schools.

Second only to the infants' school in importance comes the night school, and yet I believe I should search my district in vain for more than one or two thoroughly satisfactory specimens. Two conditions as it seems to me are necessary to their complete success. Night schools. Conditions necessary for success of.

1st. *A fresh teacher.*—It is impossible that a master who has been teaching for five or six hours in the day school should bring any energy and freshness to the labours of an evening school. How the fresh teacher is to be found I am not prepared to say. I have not the report of the Commissioners on popular education at hand, but if I remember rightly, one of their suggestions was that the day school should only meet in the morning, in order that the afternoon being given to relaxation the master might be fresh for evening work. I am not aware that this has ever been tried. Possibly in a mixed school an assistant master might be engaged for the morning and evening meetings only, his services being the more easily dispensed with in the afternoon when the girls are withdrawn from their classes for sewing.

2nd. *Freedom and elasticity.*—A night school should be as unlike as possible to a day school. Neither discipline nor organisation are wanted in the sense in which they are necessary in a day school. Each scholar should be allowed to study what he likes, the only rule being that order must be kept for the general good. The only punishment, if punishment is needed, should be expulsion. But if lads are put on their honour, and *esprit de corps* is encouraged, extremities need seldom be resorted to.

Night school for girls in summer, for boys in winter.

I may perhaps be allowed to mention that when I had the charge of a large parish, I had a night school for girls in the summer, and another for boys in the winter. The plan answered well. Parents very properly objected to their daughters going out on dark winter nights, and in the summer boys were better employed with cricket and out-door games. A six months' session was thus provided for each sex, at a time when each were inclined to come. I have never found a night school to answer for more than six months at a time.

A session of six months long enough for a night school.

In arithmetic less should be required from girls than from boys.

It appears to me to be somewhat unreasonable to expect the same amount of arithmetic from girls as from boys. They learn to read more readily and are quicker and less stolid than boys; but the harder-headed lad will be less puzzled by rule of three, and less liable to be driven to distraction by practice, than his softer sister. Excluding mixed schools, and comparing the separate departments of boys and girls there is this result :—

Separate departments of boys and girls compared.

Boys.

No. of passes per cent. in reading = 93·2
" " writing = 90·8
" " arithmetic = 88·4

Girls.

No. of passes per cent. in reading = 96·2
" " writing = 93·0
" " arithmetic = 86·2.

Girls' schools on the whole better than boys'.

In elementary work women better teachers than men.

From which it appears that the girls fall short of the boys in arithmetic as much as they are before them in reading and writing. The total number of passes per cent. in all subjects is therefore greater in girls' schools than in boys', although a large portion of the time of the girls is employed in needlework. Perhaps this shows what I have long thought, that up to a certain point women are better teachers than men.

English and Welsh schools compared.

It has been a source of interest to me to observe the relative condition of the English and Welsh schools in my district.

In English schools (excluding infants) :—

No. of passes per cent. in reading = 96·6
" " writing = 91·6
" " arithmetic = 86·1

In Welsh schools (excluding infants) :—

No. of passes per cent. in reading = 95·8
" " writing = 91·5
" " arithmetic = 86·6

The total passes per cent. in English schools = 91·4
" " Welsh " = 91·3

Slight superiority of English schools.

From this it will be seen that the difference in favour of the English schools is very slight, and it may therefore be presumed that the Welsh schools have not suffered much, if at all, from the supposed disadvantage of having an English instead of a Welsh-speaking inspector. In arithmetic, which is unaffected by the bi-lingual difficulty, the Welsh percentage of passes is rather above the English. In reading, as might have been conjectured, there is the greatest difference though really small; but in writing, which of course includes spelling, there is hardly any. The reason may be this :—A Welsh boy on coming to school has a new language to learn, but he has nothing to unlearn. The Cheshire lad on the contrary has to unlearn almost the whole alphabet, certainly every vowel; *i* is no longer *ōī*, *a* is not to be pronounced *ēē* or *ēă*. And

Spelling as good in Welsh schools as in English; probable reason.

I am inclined to think that most schoolmasters would prefer to teach the English language *ab initio* to a foreigner, than to undergo the labour of undoing the *Cheshireisms* learnt from the mother's knee.

Example of phonetic spelling.

A boy of 13 years old who had attended 426 times during the year in a Cheshire school wrote for me a dictation exercise, in which these curiosities of phonetic spelling occurred:—"The have bills of greet (They) (great) strength (pointed) they seize (prey) they "strenk, sharp and pinty. When the see their prea the fly away to (safe place) "some seaf pleace."

Inferiority of Welsh schools in discipline and general intelligence.

But although the results of examination in the elementary subjects prove the Welsh schools to be equal to the English, they are certainly inferior in discipline and in general intelligence. It may very possibly arise from a difficulty in understanding with readiness my English pronunciation, but I have often noticed a dulness and heaviness in the Welsh children which I do not so often find in a Cheshire school. The "higher subjects" too are less frequently taught in the Welsh than in the English schools.

In Cheshire—

No. of departments (excluding infants) = 140
" " obtaining extra grant = 50

In Wales—

No. of departments (excluding infants) = 49
" " obtaining extra grant = 7

Or—

No. of English departments obtaining extra grant per cent. = 35·7
" Welsh " " " = 14·2

Endowed schools: Frodsham and Bunbury.

Neglect to teach Latin.

Of the schools which I have honourably mentioned, two of the best are Endowed Grammar schools, Frodsham and Bunbury. They are both excellent National schools, but they are nothing more. In one Latin is not taught at all; in the other it is very feeble, and the false quantities which in an examination of two or three minutes grated on my ear made me think that it would be "more highly honoured in the breach "than in the observance." This is no reflection upon either of the masters of these schools, who are both excellent teachers as far as they go. But it may fairly be asked why are these schools not fulfilling the intention of their founders to provide a higher education for the middle classes of the neighbourhood. The middle class, it is now generally admitted, is the neglected class. The rich endowments of the public schools and universities chiefly benefit the upper classes; the small grammar school is converted into a National school for the education of the poor. But nobody gains by the change excepting the Chancellor of the Exchequer. From the grant earned at the examination of the school the endowment is deducted, and is thus lost to the parish. The school might be equally good if there were no endowment.

Should be grammar schools, providing a higher education for the middle classes.

Frodsham.

Advantages of situation.

In the case of Frodsham it appears to me most desirable that an effort should be made to restore the school to its original intention. Its high and healthful situation, its position in the centre of a large agricultural district, its convenient distance from Manchester, Chester, and Liverpool (with which last town it will soon be brought into immediate connexion by a loop line to Runcorn), point it out as the very place where a large middle-class school would be most likely to flourish. If the public spirited people of Frodsham and its neighbourhood would purchase the present school and school house for the purposes of primary education, the purchase money would be available towards the erection of a more suitable grammar school, and the children of the poor being provided for,

School buildings should be purchased for a National school.

Trustees build a new grammar school.

the trustees would be left free to promote that for which the endowment was originally bestowed, the education in grammar and higher learning of the children of the middle classes.

Religious knowledge examination satisfactory.

Syllabus of religious instruction.

I am, on the whole, much gratified with the state of religious knowledge in the schools which I have visited. The examination in this has been to me by far the pleasantest part of the work of inspection. My plan has been to appoint for the first class one of the Gospels and the Acts of the Apostles alternately, together with an historical book of the Old Testament, as the subjects for a year. From the three lowest standards I expect the Creed, the Lord's Prayer, and the Ten Commandments; the rest have to learn the whole Catechism. With the result I am generally satisfied. In the best schools, and especially where the parochial clergyman takes a regular part in the religious instruction, there is an accurate acquaintance of all the more important parts of the two selected books, and not unfrequently I find a grasp of the subject and a knowledge of the meaning of history or parable, beyond what I could have expected. The fault which I often have to find is that this knowledge is too much confined to a few of the sharper lads at the top of the class. Irregularity is generally assigned as the reason of this deficiency. But I can never consider this a valid excuse for the ignorance of half a class, however well some of their companions may answer. The most successful teacher is the one who imparts a fair amount of instruction to the greatest number of scholars. The showiness of a few does not make up for the deficiency of the many.

Common fault.

Religious knowledge useful as a means of awakening intelligence.

It has recently been the fashion to disparage the religious knowledge examination in National schools. But regarding it merely as a means of awakening the intelligence of the children, I know nothing so successful as the Bible. I quite agree with Mr. Matthew Arnold that "the "Bible is often the one elevating and inspiring element in the scanty "instruction of our primary schools." When I have turned from grammar or geography to questions on religious knowledge I have often observed an awakening of interest which has at the time surprised me. But a good reason may, I think, be given for it. Besides the poetic beauty of many of the Bible narratives and the interest of Bible stories, which make this book so attractive to children, it should be remembered that this is the one subject to the study of which the child brings a certain amount of previous acquaintance. The Bible is often the one book of the labouring man, and in rural districts at least there are few homes in which a copy of the Holy Scriptures is not to be found. And even if there is not much reading at home, the child is almost sure to attend a Sunday school, and to go either to church or chapel. And although it may be readily granted that the knowledge acquired in these ways is vague and scanty, yet at least the child will have obtained a familiarity with the subject of religion which he has of no other subject. In history or geography or grammar, every term, every name, every idea, is new and strange. If he carries his new learning home he will meet with neither help nor sympathy. Of verbs and pronouns, Magna Charta and the Pretender, the cottage inmates will probably know nothing; but let him tell what he has learnt of the Parable of the Sower or of the raising of Lazarus, and he will generally find some of his auditory able to follow him, if not to help him.

But whether there be any truth or not in this attempt to explain it, or whether it be that the examiner's own sympathy with the subject calls out the interest of the children, it is my decided conviction that, simply viewed as an intellectual exercise, there is no subject so useful as religious knowledge for sharpening the wits and evoking the interest of children in our National schools.

No doubt there is a tendency to rest content with the bare facts, and to forget what those facts are intended to lead to; but this tendency it is the inspector's duty to check. I am always reminding the teacher how far more important it is that the children should be taught the elementary principles of their faith, than that they should have ever so exact a knowledge of the numbers killed in a battle with the Syrians, or of the dimensions of Noah's Ark. For this reason I seldom examine in Old Testament history until I have ascertained that the children have some knowledge of the fundamental truths of the Christian religion.

Tendency to teach only Bible facts.

Inspector's duty to check this.

Of the value of this knowledge to the children there is much difference of opinion. It has been often asserted that considering the early age at which children leave school, it is absurd to attempt to convey to them any dogmatic instruction. No doubt early leaving and irregularity of attendance are the two evils against which the schoolmaster contends in vain. But I maintain that a boy leaving school at 11 or 12 years of age (and none younger can be considered to have received any real education at all) who takes with him a fairly accurate knowledge of the Gospel of St. Luke and of the first half of the Acts of the Apostles, together with the Catechism committed to memory, has a stock of religious information which is likely to be of great use to him in after life. The influence that this produces upon the heart of the child will depend mainly upon the reverence and care of the teacher in communicating it. Speaking generally, I believe that the lesson in religious knowledge is carefully given. There has been only one school during the year in which the religious teaching has been so far neglected that I have thought it right to exercise the power which has been intrusted to the inspector of recommending a reduction of the grant. And considering that religious knowledge is a subject for which no payment is made directly, this fact speaks well for the conscientiousness of teachers.

Of the value to the child of the religious knowledge gained at school.

Own opinion.

Depends much upon careful and reverential teaching.

Only one school fined for neglect of religious teaching.

Speaks well for the conscientiousness of teachers.

There are I think evident signs that male pupil-teachers are increasing in numbers under the encouragement which your Lordships have given to managers (Art. 90[1]) to employ them. I do not possess statistics for the whole of my district, but at the collective examinations which I held at Chester in April of this year the number of male candidates was in excess of the female. Of the 15 pupil-teachers present, 3 only were boys and 12 girls, while out of 9 candidates 7 were boys and 2 only girls.

Male pupil-teachers increasing in number.

The papers of pupil-teachers are often done fairly enough, but there is a most wearisome sameness in their answering, and a lamentable want of originality and thought. All run in exactly the same groove; all give exactly the same cut and dried answers. In their teaching this fault is still more apparent. Stock questions, to which they require stock answers, follow one another with all the regularity of machine work. Head teachers should frequently give model lessons before them, and then should listen to the delivery of a lesson by the pupil-teacher, pointing out faults and suggesting improvements.

Faults of pupil-teachers.

Want of originality and thought.

Head teachers to instruct pupil-teachers in the art of teaching.

A circumstance came under my observation a short time ago which shows how necessary it is that the public should have some protection against incapable teachers of private adventure schools. A pupil-teacher in her third year failed to pass my examination and was dismissed by the managers for incompetence and idleness. She was in fact wofully ignorant. She at once opened a private school in the same place, and the first week deprived her former mistress of 30 children. She has at this moment a full school. If the Elementary Education Act tends to improve out of existence schools conducted by such incompetent teachers it will not be the least of the many benefits that the country will derive

Protection needed against incompetent teachers of private schools.

No one should be allowed to teach without a certificate of competency.

from it. But it appears to me that the time has come when no person in any grade of life should be allowed to exercise the responsible office of a teacher who has not first obtained some recognised certificate of competency. It is not the poor only who need protection against educational quacks.

Gymnasium; its uses.

I never think a school completely furnished which has no gymnasium. Its use has, I believe, a very beneficial effect not only in developing muscle, but also in rubbing off the loutishness of our stolid country lads. At St. Catherine's school, Tranmere, a very complete gymnasium has been fitted up, and the salutary rule is made that no boy be allowed to exercise in it who comes to school after time. A late scholar is, I am told, almost unknown.

Needlework generally useful in character.

The specimens of needlework shown to me are generally of an useful character. I always refuse to look at crochet and embroidery until I am assured that the children can patch and darn. When the number of girls is large they should be divided into two classes and be taught at separate times. Time is often lost in waiting for work to be "fixed." I expect the elder girls to be able to cut out simple garments.

Chester Training College.

I have spent 11 days during the year at the Chester Training College, and having had during that time ample opportunity of observing its management, I may be permitted to express my conviction that the former prosperity of this useful institution will return under the wise administration of its present Principal.

Courtesy received from managers.

I cannot conclude the first report which I have had the honour to address to your Lordships without expressing my thanks to the managers of schools for the kindness and courtesy which I have uniformly received from them.

I have the honour to be, &c.

H. SMITH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. GEORGE STEELE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* LANCASTER.

MY LORDS,

I HAVE the honour to present to your Lordships my second general report. The period which it embraces is the year ending August 31, 1870, and the schools to which it refers are those belonging to the Church of England in north and central Lancashire.

Few changes.

The two years which have elapsed since the issue of my former report have not been marked by any considerable change. The prospect of educational legislation, and the feeling of uncertainty as to the future status of denominational schools, retarded to some extent the flow of private benevolence. Managers were not eager to spend money, until they were assured what would be the fate of the schools they built. The Act of last session set these doubts at rest, and a vast effort is now being made to provide voluntary schools.

Progress.

Notwithstanding, the district shows steady progress. Many new schools have come under inspection, attendance has increased, and the whole condition of elementary education is satisfactorily advancing. I note with special pleasure that knowledge is improving in accuracy; failures are considerably less numerous than before, and the number of schools which I classify as deserving special commendation has increased. As regards myself, personally, the two years have been spent with much satisfaction and with deepened interest in my work. I record with gratitude the continued good-will, forbearance, and kindness which I have experienced everywhere, both from managers and teachers. In no single case, although I have been called at times to speak plainly and to require decided changes, has my motive been questioned, or any misunderstanding arisen. I feel, also, that I owe it largely to the kindly interest and zeal which our school managers show in the cause of education, that I, as inspector, escape, in whatever measure I do escape, being lax or mechanical in my work.

Assistant.

Mr. Bostock, my assistant, continues with me, and performs his duties, as he always has done, with unfailing diligence, ability, and conscientiousness.

Statistics.

I give a few figures, contrasting the present state of the district with its state in the year ending August 31, 1868. These figures refer to annual grant schools only, for I have not been able to visit more than seven of those under simple inspection. In 1868 the number of schools was 147, containing 220 departments under separate teachers. The number is now 156, containing 233 departments; *i.e.*, boys 42, girls 31, infants 47, mixed 113.

	Average Attendance.		Present at Examination.	
	1868.	1870.	1868.	1870.
Boys - -	21,085	22,339	15,462	16,644
Girls - -	16,934	18,259	11,836	13,063
Total -	38,019	40,598	27,298	29,707
	Increase in 1870, 2,579.		Increase in 1870, 2,409.	

Evening schools.

Evening schools, which have been examined in almost all cases by the managers, have increased from 98 to 106; and the attendance in them from 3581 to 3640.

Total grant.

	£	s.	d.
The total grant to day schools was, 1870 - -	16,662	10	10
„ „ 1868 - -	14,565	6	2
Increase - -	2,097	4	8

Decrease of failures.

In 1868, the number of single failures in this district, *i.e.*, failures in a single subject, was 8,431 out of 20,716 children (over six) examined; in 1870, the number of single failures was 5,601 out of 22,450 examined. In other words, the failures have decreased from 13½ to 8⅓ per cent. I feel sure, also, that I am understating the truth when I say that the standard has not been lowered.

Best schools.

The schools which I select for special commendation are as follows; those printed in italics distinguished themselves in extra, as well as elementary subjects.*

Bacup, Christ Church.
Blackburn, Christ Church (boys, girls, and infants).
„ St. Luke's (infants).
„ *St. John's* (boys, girls, and infants).
„ St. Michael's (boys and girls).
„ St. Paul's (infants).
„ *St. Peter's* (*boys* and infants).
„ *St. Thomas'* (*boys* and infants).
„ Trinity (mixed and infants).
Blackpool (*mixed* and infants).
Brierfield.
Buckhurst.
Burnley, St. Peter's (boys).
„ *Habergham Eaves* (*boys*).
Bury, *Central* (*boys*).
„ St. Paul's (Bell).
„ Peter's.
„ St. Thomas' (boys and girls.)
Cabin End.
Caton.
Charnock Richard.
Chorley, parish (boys).
Church Kirk.
Clayton-le-Moors (boys and girls).
Cockerham.
Edenfield.
Enfield.
Fleetwood (boys and girls).
Great Eccleston.
Great Harwood (boys and girls).
Great Marsden.
Habergham, All Saint's (*boys, girls,* and infants).
Halton.
Haslingden.
Heywood, *St. James'* (*boys* and infants).
„ *St. Luke's* (*boys, girls,* and infants).
Higher Walton (mixed).
Holcombe.
Kirkham (boys and girls).
Lancaster, *National* (*boys and girls*).
„ St. Anne's (infants).
„ St. John's (infants).
„ *St. Thomas'* (*boys and girls*).
Longridge (*boys*).
Newchurch.
Pilling.
Preston, *All Saints'* (*boys and girls*).
„ Christ Church (girls and infants).
„ St. James' (boys and girls).
„ *St. Mark's* (*girls*).
„ St. Mary's (girls).
„ St. Paul's (girls and infants).
„ St. Peter's (girls and infants).
„ St. Thomas' (infants).
„ Trinity (girls).
Radcliffe Hall (boys).
„ *St. John's* (boys and girls).
Rawtenstall.
St. Michael's-on-Wyre.
Turncroft.
Walton-le-Dale (*mixed* and infants).
Woodplumpton.
Worsthorne.

* It should be remembered that the examination upon which this list mainly depends, is that which took place between August 31, 1869, and August 31, 1870.

CERTIFICATED TEACHERS.

The number of certificated teachers is at present 247. And here I gladly take the opportunity of recording the high opinion which I entertain, an opinion which is strengthened by enlarged experience, of the character, influence, industry, and general efficiency of our certificated teachers. As a class, they do honour to themselves and their profession; they have thoroughly won the confidence and respect of parents, managers, and the public. It happens very seldom that a certificated teacher proves incompetent for his duties; still less rarely that one disgraces himself and his profession by bad conduct. Our teachers' character and work speak infinite praise of the system by which they have been made what they are; and lead one to view with grave suspicion any essential change in that system, especially any change which would tend to lower its moral and religious tone, or the social position of the teachers themselves. Number. Character.

I cannot, however, but mark a certain tendency in certificated teachers, though I am treading upon delicate ground, to desert the ranks of their profession. The education and training, which were acquired mainly at the public cost and intended for public educational purposes, are sometimes used for private advancement and gain in other branches of life. Mistresses no sooner leave college and set about their work than they marry, and give to the profession, for which they had received seven years' careful training, perhaps one year or two years' service. I do not pretend to suggest a remedy for this, I only say it is unfortunate. And I would not cast blame upon any teacher, who, after having done good service for a fair term of years, and so made due return to the public for what he has received, retires from his laborious vocation, and employs his means and talents elsewhere. But setting such cases aside, there is, I think, just cause for something more than regret when a teacher, without making fair return, abandons his profession for his own private ends. Certificated teachers leave their profession.

However, this evil which I deplore has its satisfactory side. The ease and success with which our teachers adapt themselves to other pursuits proves the soundness of the education and habits which they have acquired; and it is not generally known, I imagine, how many men, who have risen to conspicuous positions, especially in these busy Lancashire towns, once were teachers in national schools. I give the testimony of an excellent schoolmaster in this district. Success of teachers in other pursuits.

"Of 17 pupil-teachers who have successfully completed their apprenticeship with me, three only are now engaged in national schools. Two are clergymen, one a missionary in India, one is engaged in private tuition, two are principals of boarding and commercial schools, two are in college, and the remainder are engaged in mercantile pursuits."

One great means of making our teachers contented with their position will be the increased estimation in which their profession is likely to be held in future. The teacher's office is one which ought to be held in honour, and the teachers themselves should be encouraged, by public estimation of their work, to take a high view of their calling and responsibility. After all, no class possesses so much power for good or evil, because no class has the handling and moulding of so vast a number of minds and characters, as the teachers in elementary schools. It is not mere patronising that they desire, or the casual commendation of gentlemen who talk loftily about "my school," and "my staff of teachers." What is wanted is earnest fellow-feeling and co-operation, which can only be given by those who have a real acquaintance with the work and some practical knowledge of its burden. It is lamentable to know that there are schools where the committee is only a list of names, where the managers know nothing of the working of their schools, and the whole Increased estimation of teachers.

concern is handed over to the teacher to do what he thinks well. What wonder if teachers in such circumstances deteriorate in tone and sense of duty, and come to regard the school as their place of business, where boys and girls are worked up to earn so many shillings of Government grant.

Pupil-teachers.

Some change wanted.

On the subject of pupil-teachers I write under a deep impression of the gravity of the topic. I cannot help feeling that something needs to be done to attract into the service a higher and better educated class of candidates than the present system encourages. The new Act has created a demand for a large additional number of certificated teachers. How and where these are to be obtained I do not see, and I think it would be a step in the wrong direction to lower the conditions of the certificate. No remedy appears but to go at once to the root of the difficulty, and to enlist into the service, by a judicious grant of public money, a large and suitable body of pupil-teachers. Below I give some reasons which have brought me to this conclusion.

Pupil-teachers of the district.

First, however, I wish to say that, as pupil-teachers go, I have no reason to find special fault with those with whom I am immediately concerned. On the contrary, I report with much satisfaction that 11 names from this district appeared in the first class of candidates examined for admission into training colleges at Christmas, 1869.

Centres of examination.

The pupil-teachers have been examined, as before, at nine centres, viz., Preston, Blackburn, Chorley, Burnley, Haslingden, Clitheroe, Kirkham, Lancaster, and Bury. I am accustomed to take with me to the inspection of each school the papers of the pupil-teachers, and whenever time allows to go over them with the pupil-teachers, and also to call the attention of the principal teachers and managers to them.

Classification of pupil-teachers.

Lately, also, I have announced my intention of classifying the pupil-teachers examined at each centre, and publishing the list in the local papers. This will not only have the advantage of giving a stimulus to exertion, but will afford an opportunity of testing the comparative ability of the various groups. The same standard of marks will, of course, be observed throughout.

Number of pupil-teachers.

The number of pupil-teachers has increased from 300 in 1868 to 395 at the present time. This increase might, at first sight, seem to contradict what I stated above, that some additional attraction is wanted to bring in pupil-teachers. But the increase, I believe, is to be attributed almost solely to the circumstance that trade has been depressed in Lancashire the last few years. The schools have found favour because work has been slack at the mills. During the last few months trade has revived considerably, and with it the scarcity of candidates. For instance, at the last examination at Blackburn, on November 12, 1870, only ten candidates were presented. At the same place in 1869, 25 were presented, and 18 in 1868. The explanation is obvious. In Blackburn at the present moment a boy or girl of 13 can earn 12 or 13 shillings a week at the factory; at the school he will get 3*s.* 6*d.* a week.

Parents.

Now it would be easy for me to insert here a lamentation upon the shortsightedness of parents, and to write largely about the advantages to be reaped in the future by sacrifice of present gain. I am not sure that it is reasonable to expect an average mill-working parent to forego eight or nine shillings a week for educational considerations. But, whether or no, the great and urgent interests of education cannot afford to wait until parents have learnt the virtues of prudence and self-sacrifice. Besides this, the parents also have something to say for themselves. They say, it is not quite fair to keep one boy at school, to educate and

"make a gentleman of him," while his brothers and sisters continue to work at the mill.

But apart from the difficulty of obtaining even candidates like these, it seems to me altogether wrong that our supply of future teachers should be dependent upon contingencies such as I have described; or that young people should take up school work, not because they are qualified for it, but because there happens to be no employment elsewhere; or that managers should be compelled to accept unsatisfactory candidates because they cannot secure others. The candidates presented to me are frequently boys or girls who have been some time at work in the factories, and whose education has barely been anything more than that of the ordinary half-timer. It may be imagined what sort of teachers they are, and what thankless work it is to train and instruct them. I grant that the transformation effected is often surprising, but I know also how often good masters and mistresses are disheartened by the unpromising material they have to work upon, and acquire a feeling of dissatisfaction with their whole duty from the constant difficulties and annoyances which their pupil-teachers occasion.

Supply of pupil-teachers ought not to be so uncertain.

The evil of the present state of things is not confined to the inferiority of the candidates accepted, or the inconvenience to which schools are subjected, or the occasional loss of a portion of the grant. It extends so far as to diminish materially the number of ex-pupil-teachers seeking admission into training colleges. A pupil-teacher finds at the end of his fifth year that he can at once obtain a fair salary by continuing at the school as assistant; and managers are driven to keep up their staff by employing assistants on account of the difficulty of getting pupil-teachers. Thus many a promising young teacher is kept out of a training college. If the assistant keeps up his studies, he perhaps obtains his certificate in due time as an acting teacher, a thing inferior for the public good to a certificate obtained after a college training; but very probably he allows himself to neglect his reading, and then finds himself unable to face the examination, and so, after a while, is lost to the profession altogether.

Training colleges drained.

The social class from which pupil-teachers ought to be drawn, as it seems to me, is not that of labourers and artisans, or, at any rate, not of the lower grade of artisans. There is a large body, which may be designated the lower section of the middle class, who are sufficiently near the working class to understand them and sympathise with them, and at the same time sufficiently superior in position and culture to be their instructors. Such are the ordinary teachers in the great Lancashire Sunday schools. Moreover the means of employment open to this class are comparatively limited. The young people find scanty and uncertain occupation in shops and offices, or as governesses in families, or teachers in private schools. I long to see a large number of them attracted into our schools. They seem our natural supply. But I see no hope of it, to any satisfactory extent, until the position of pupil-teacher is raised in public estimation, and until managers are able to dispense with the services of the inferior grade.

Pupil-teachers ought not to be taken from the lowest class.

Rev. E. C. Maclure, an active Manager, and Chairman of the Burnley school board, writes:—

Testimony.

"There is a subject to me more important than that of getting the children to school, and that is *getting teachers for them*. In manufacturing districts this becomes daily more difficult, and I am persuaded that herein will be one of the chief obstacles for some time to the successful management of our schools. . . . At present there is a complete dearth of the pupil-teacher class."

I quote also the words of Sir James Kay Shuttleworth, a resident in this district, than whom no one has more right to speak with authority on this question:—

"The entire public service, civil, military, and naval, has, of late years, taken precautions to ensure the competency of its servants. The same principle pervades the learned professions, and every year adds to the stringency of the examinations and regulations which determine what previous education, what learning, and what proofs of reputable life should be required, both from those who are entrusted with public duties, and from those who have to do the work of professions in which the interests of the public require the greatest learning and skill. So it will be found that wherever, from elementary education, Governments have reaped truly national advantages, *they have taken the most zealous precautions that the teaching of youth shall be confided to none, with the sanction and aid of the State, who have not given proofs of character, learning, and skill.**

"There is therefore every reason to encourage the apprenticeship of pupil-teachers. This can be most surely effected by increasing the rewards of the profession of elementary teacher, by providing a career for him through well-defined successive grades of promotion, and by securing him a pension, graduated according to his rank and the length of his service."†

Service terminated too easily.

1. Managers.

The facility with which the agreement between managers and pupil-teachers could be terminated is also a serious evil. Schools are tempted, since the wages of pupil-teachers increase with each year of service, to get rid of those who are older and more expensive, and to keep up the staff by presenting candidates. The ordinary payment in the first year is 10*l.* a year, and in the fifth 20*l.* But a pupil-teacher in his first year and one in his fifth are reckoned alike competent to teach 40 scholars, and a school is accounted to be duly supplied with teaching-power, whatever may be the standing of the pupil-teachers, so long as the required number of teachers is kept. Again, a pupil-teacher on completing his fifth year is at once reckoned an assistant, and competent to teach 80 scholars; whereas there is practically little difference between the value of an assistant, and of a pupil-teacher in his fourth or fifth year. It would, I think, be reasonable, and would tend to the retention of the older pupil-teachers, if their services were accounted gradually more valuable to the school as they advanced in standing; *e.g.*, that a pupil-teacher in his first year should be reckoned capable of teaching 25, in the second 35, &c.

2. Pupil-teachers.

Pupil-teachers themselves, also, can terminate their engagement too easily. A slight difference with the master or managers, or a passing dissatisfaction, or the prospect of other employment, or the persuasion of a friend, will form sufficient reason for giving notice to leave. Again, pupil-teachers will take engagements, not with the intention of learning school-work, but in order to get instruction a year or two, so as to take the place of clerk or book-keeper as soon as they are sufficiently educated.

Conclusion.

I must now draw to a close this portion of my report. I have written at some length about pupil-teachers because I am fully convinced that the subject is of urgent importance. I am not sufficiently acquainted with the working of the old system of apprenticeship to judge whether it, or something like it, ought to be revived. But it seems quite clear that something needs to be done, first to attract, and then to retain, a sufficient and satisfactory supply of pupil-teachers.

Revised Code.

In writing thus I am far from intending to assail the general principles of the Revised Code. On the contrary, I believe that the Revised Code has conferred a vast benefit upon elementary education. If it be true, as is often alleged, that the Code has retarded the special culture of the cleverest children, it should be remembered that it has greatly promoted the general advancement of the ordinary or dull scholars, who form by far the larger portion of every school. All that seems required

* Memorandum on Popular Education, p. 47.
† Letter to the "Times," Jan. 2, 1871.

is the modification of some points of detail; and sufficient time has now elapsed to judge fairly what the modification ought to be.

Reading Books.

I agree heartily with those of my colleagues who have already recommended improvement in our reading-books. In the first place many of them are too short and easy. Considering that books form no inconsiderable item in a school's expenditure, cheap books must always carry their own attraction; and series after series appears, the first recommendation of which seems to be that the books are cheap. Anyone who pleases may issue a set of reading books, and there is nothing to prevent a school from adopting any set, if only it comes within the letter of the Code, which is sufficiently vague on this point. Teachers also naturally favour short books, because the shorter a book is the more securely it is got up for examination. Again, many of the existing books are objectionably silly. The authors seem to have forgotten that they were compiling, not a story-book which a child might throw aside when he was weary of it, but a book for instruction which he was to read through and through perhaps for a whole year. I am accustomed, after examining the third and higher Standards in reading, to question the children upon the substance of the lesson and the meaning of the more unusual words and phrases. Often I am ashamed of the questions I am driven to ask. There are many lessons, or rather whole books, upon which it is almost impossible to found a sensible remark. I believe that reading-books, without being dull, may be made instructive. The lessons should be so chosen that by them a teacher may draw out the intelligence of his pupils, and make them the text of useful oral instruction. After all, there is nothing so dull as the repetition of what was once feebly amusing, but long ago lost its charm. I have heard boys and girls of 10 or 12 condemned to a course of small facetiæ which would barely draw a smile from a class of infants.

Too short and easy.

Too frivolous.

In some books, also, Scripture history or other religious matter is largely introduced. I have long been of opinion that religious knowledge is best communicated at its own proper time, and by direct explanation of the Bible or the authorised formularies of the school's denomination. If this is adequately done, there will be no necessity to occupy the reading books, whose proper function it seems to contain useful secular knowledge, with religious subjects.

Religious lessons in reading books.

Her Majesty's Inspectors have been directed not to recommend the use of any particular books; and I am myself far from desiring the power either to recommend or to condemn, because I think that managers and teachers may fairly be allowed to select what books they judge best. But some restriction of the present license seems to be wanted, and perhaps something like this might be done: the Education Department might require that any book proposed for the use of schools under its authority should be first submitted to its approval; the existing books might also be examined, and a list published of those authorised to be used in schools receiving Government grants.

Reading books to be authorised.

Writing.

On this head I have only to say that lately I have desired that the children in the first class might write a letter and have it ready on the day of inspection. I have particularly asked that it might be spontaneous and free from the absurd conventionalisms and fine phrases which so often disfigure compositions of the kind. I give two specimens, not as being in any way remarkable, but only because they are written unaffectedly, as

Letter writing.

I wish to see these letters written. Both are addressed to teachers, the former by a girl, and the other by a boy.

"DEAR TEACHER. Nov. 16, 1870.

"I am glad to hear that Mr. Steele is coming in a week, so we must all work hard to the last. I hope we shall all do as well as we did last year, for I am sure we have worked hard all this year. I will try my very best, and I hope all the other scholars will do the same.

"I dare say it will be the last time that I shall have to be examined at the day school, but I know mother will let me come to the night school when I am full time.

"From your affectionate pupil,

"S. W."

"DEAR TEACHER, Dec. 5, 1870.

"I am very sorry that through having a sore eye I am deprived of coming to school this week, and it is so near the examination too. But mother says I am to come to the examination if possible, but perhaps it will be with my eye bandaged up, for I am very anxious to pass, and I hope to get a prize for home work. I dare say you will be very glad when the time comes for you to go to college, for I am sure we have tried your patience many a time. Wishing you every success,

"I remain, &c."

EXTRA SUBJECTS.

Minute too complicated.

The minute of Feb. 20, 1867, has done good service in encouraging the teaching of subjects beyond reading, writing, and arithmetic. The extra subjects commonly taught in this district are geography, grammar, history, higher arithmetic, and music. I beg leave to suggest that the conditions which regulate the extra grant seem unnecessarily complicated, the conditions being no less than these :—*

1. At least $\frac{1}{5}$ of the average attendance must be examined in one extra subject or more.
2. At least $\frac{3}{4}$ of the $\frac{1}{5}$ must answer satisfactorily.
3. At least $\frac{1}{5}$ of the average must have passed in the higher Standards of elementary knowledge.
4. 200 per cent. of the whole school must have passed in the elementary subjects.
5. The children under six must not be calculated.
6. Pupil-teachers or assistants must have been allowed, throughout the year, for every 40 or 80 scholars after the first 25.
7. The time-table must show that instruction had been given in the extra subject throughout the year.

After all, not more than 8*l.* can be earned in any case, and the 8*l.* can be equally earned whether one subject be presented or several. I am always ready to examine in the extra subject whether the grant be claimed or not, and I am glad to say that there are very few schools indeed where secular instruction is confined to the rudiments, although there are many whose circumstances debar them from pecuniary advantage.

RELIGIOUS INSTRUCTION.

"Religious difficulty" a myth.

The conscience clause and the time-table will make little or no practical difference in this district. Both those regulations have long been voluntarily adopted, and the so-called "religious difficulty" has barely had an existence. But this subject has been so amply discussed of late, and so satisfactorily settled, that I shall content myself with quoting the testimony of two competent witnesses.

Testimony.

Mr. Roper, one of the managers of the Lancaster National School, the largest boys' school in the district, writes :—

"I have made careful inquiry with the view of ascertaining the feeling of non-conformist parents in regard to the teaching of the Church Catechism and other church doctrine, and the result is that *only four cases of objection* can be ascertained to have been made within a period of ten or a dozen years past."

* The conditions are simplified under the New Code.—G. S.

And Mr. Popple, master of St. James', Heywood, thus records his experience:—

"During the past twelve years I have passed through my school 4,113 children, and, *with one single exception*, have never had a complaint from any parent of the religious teaching."

Denominational Inspection.

It is needless to occupy space in expressing my own personal feelings on laying down the duty of examining Church of England schools in religious knowledge. I only record my sincere regret that I shall no longer be required to exercise that duty. At the same time, I cannot but acknowledge that the abolition of denominational inspection is a reasonable change, and one which, in modern circumstances, must necessarily have been a part of any wide scheme of national education.

It is manifestly desirable that all elementary schools in the same neighbourhood should be examined by the same inspector, and subjected to the same tests; whereas, hitherto, most towns, and many so-called villages, have been visited by three separate inspectors. This, besides being a great waste of time, labour, and public money, has other disadvantages. For example, one denomination will attribute the good report and grant of its rival to the leniency of the inspector. Another will make its inspector's presumed severity the excuse for its inferiority. Within a few hundred yards from my own door at Preston there are three schools, one belonging to the Church, another to the Roman Catholics, and the third to a Dissenting body. I visit the first; for the second an inspector comes from Liverpool; and for the third another inspector from Manchester. Under the new Act, the same inspector will be called upon to visit all three, which seems the only reasonable course; and for my own part I do not apprehend any serious difficulty in undertaking the charge of Roman Catholic and British Schools. The managers will, I feel sure, be ready to believe in the inspector's intention to be perfectly fair and unbiassed towards all, and to subject every school, of whatever creed, to the same tests as nearly as he is able.

Waste of labour hitherto.

The cessation of Government religious supervision, however reasonable and imperative, will be felt, I apprehend, as a sudden change, to say the least. Hitherto, our system has encouraged, in Church of England schools, too much dependence upon Government requirements. Managers and clergy have, in too many cases, entrusted religious instruction wholly, or almost wholly, to the teachers, whose aim and interest it has hitherto been to satisfy the inspector in this as in other subjects. This great stimulus is now withdrawn. I can only urge upon managers, with all the earnestness in my power, that the reality and efficiency of religious instruction will for the future depend upon themselves and themselves alone. If it be true that the Church is the great religious instructor of the young, now is the time to show it. I believe that our teachers, as a body, are desirous of communicating those great truths and principles without which, in my opinion, anything called education must be a very imperfect acquirement; but it cannot be expected that the religious earnestness of teachers will survive long, if managers, and especially clergymen, allow themselves to be apathetic or indifferent.

Sudden change.

To be met by local effort.

The Bishop of Manchester, with characteristic energy, is organising a scheme of diocesan inspection, which, wherever it is vigorously adopted and supported, will probably be a better thing than government religious inspection. I hope and think so for this reason. Government religious examination has necessarily been very limited in time; it has formed only one part of the whole investigation which Her Majesty's

Diocesan inspection.

Inspectors are compelled to compress into a day or half a day. Diocesan Inspectors will be able, if they please, to confine themselves to one subject, and to sift it thoroughly. But the great point to be remembered is this; the success of the diocesan scheme will depend upon local and voluntary efforts. In a word, the whole future of religious education now rests with clergy and managers.

Compulsion.

Mr. Forster, in one of his speeches last session, said, "attention "being now strongly directed to the subject of education, it was his "opinion that next year public feeling would be stimulated in favour "of compulsory attendance to an extent it never had been before." This anticipation has been already remarkably realised. Public opinion is evidently moving rapidly in the direction of general compulsion, although no school board has yet had time* to solve the difficult question how the compulsory powers may be best enforced. That the question will be solved, and before very long, there seems no reason to doubt; and it will be extremely interesting to watch the proceedings of boards in different places and circumstances. I have taken some pains to ascertain the feeling of some centres of population within this district in order to illustrate the growth of opinion. The testimony which I subjoin is the more remarkable because it comes from Church of England managers, who are mainly cautious and conservative.

Burnley.—"Unquestionably a decided advance has taken place "during the last three months, as far as I can judge, towards applying "some system of compulsion *direct*. Without compulsion all admit we "shall never have schools properly attended, especially by the classes "most in need of training and education. Then again, the fitful "irregular attendance of children and their removal on the ground "of offence taken at school regulations or enforcement of discipline, "operate seriously against success, for both of which compulsion is the "alone remedy."

Lancaster.—"I think it an important matter that we are likely to "have a school board, for our streets swarm with little, idle, dirty "children, who are troublesome to their parents and society at large, "and over whom, as school committees, we have no power or "authority."

Blackpool.—"I think it would be impossible to apply such a system "(as compulsion) to Blackpool except during the winter months."

Oswaldtwistle.—"Compulsory education is being favourably re-"garded, so far at least as the majority of employers of labour is "concerned."

Blackburn.—"I think, so far as conversation with others goes, that "there is a very general feeling, abstractedly at least, in favour of com-"pulsion. Practical difficulties of all kinds, real and unreal, are stated; "but the *existence* of compulsion in the factory system would, I think, "render its adoption under almost all circumstances an easy thing."

Bury.—"I should say that most managers of schools, and those "interested in promoting education, must see that it will be of little "use providing all the additional schools which the new Act will "require, unless we can get children into them. Few of our present "schools are filled to their utmost limit. The compulsory system, as "it seems to me, must necessarily follow."

Haslingden.—"These are difficulties of which I do not see the "solution; but I think we feel we must come to compulsion, board or

* January 1871.

" no board, and I think the wisdom of the Church and the Dissenters is " to make their schools as large and efficient as possible, and I believe " that the boards will rather drive scholars into these denominational " schools than draw them out."

Pilling (a village with a purely agricultural population).—" As far " as I can learn, it would not be impossible to carry out a system of " compulsion, provided that (to use a parliamentary expression) all due " regard be paid to the 'vested interests' of the working classes. We " find that, with the exception of certain times in the year, when a " child's assistance is indispensable to the parent, the attendance of the " children of the working classes is very regular. Allowing a boy to " be of very great assistance to his father a compulsory attendance of " 200 days in the year would not be a hardship."

At Preston, the largest and most important town in the district, I cannot ascertain that any positive feeling exists on the subject.

Indirect compulsion first.

I have often heard a strong opinion expressed in favour of the form of compulsion advocated in my former report, *i.e.*, that no child should be permitted to work unless he had been at school a certain time, or could show a certain amount of knowledge. Much mischief might be done by a board if it should attempt too much at once. The working classes might be seriously alienated, or driven into opposition, by a hasty measure requiring more from those most nearly concerned, *i.e.*, the negligent parents, than they were prepared to submit to. The form of compulsion to which I beg to draw attention is recommended by this circumstance,—the way is thoroughly prepared for it, in manufacturing districts, by the operation of the half-time system, of which it would only be an extension. It seems to me that a school board might commence exercising its compulsory powers by making a byelaw to this effect, or something like it: That no child between 5 and 13 years of age shall henceforth be permitted to commence daily work in a factory or elsewhere, until he is capable of showing that he has received some amount of education to be approved by the board. I do not wish to speak confidently on this point, since the provisions of the Act have yet to receive their proper interpretation; I only beg to offer a suggestion. Clause 74. (1.) gives power to a board to make a byelaw compelling the attendance at school *of every child between* 5 *and* 13 *years of age.* Now if *all* such children may be brought under compulsion, much more that portion of them who are intending to earn wages without education. The immediate effect of such a regulation, as soon as it became known among a mill-working population, would be, I believe, to send a large number of children to school, perhaps one half of the whole number who require compulsion, without the intervention of an officer or any other direct agency. In this manner, then, school boards might begin their work, and gradually see their way towards the enforcement of more direct and stringent measures.

There remains still a large amount of suspicion and prejudice on this subject, and very naturally, considering that to most people's minds the idea is still new and strange, and has the misfortune consequently of being one of the things which are designated " un-English." In spite of this, it is making its way silently and securely; and I entreat all true friends of education to consider and judge the question upon its own merits, divesting themselves of prejudice and party considerations. The ground upon which the broad principle of compulsion rests seems to me quite unassailable. All, or very nearly all, the children who may be expected to attend school voluntarily are at school already. There remains a vast number who are not at school, and these belong to the class who of all others most need school, because they are learning

nothing, or worse than nothing, at home. If education is of any value to any one, it must be of tenfold value to those who, without it, will be trained to lead a life of poverty, crime, and wretchedness.

I intended to have written something on the subjects of home lessons, map drawing, and music, but I imagine that I have already occupied the space allotted to me.

I have the honour to be, &c.

GEORGE STEELE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. D. J. STEWART, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CAMBRIDGE, BEDFORD, *and* HUNTINGDON.

MY LORDS, Cambridge, 1871.

DURING the last two years I have made it my special business to inquire how far the schools which I have to visit can be said to reach a fairly satisfactory standard of efficiency; that is, whether they are teaching children soundly and thoroughly, and giving them such a familiarity with the elementary subjects of instruction as will remain with them when they leave school.

The subject is of the highest importance, and I have been particularly anxious to check the impressions under which my last report was written, for I should have been glad to find myself compelled to admit that further experience had led me to take a more encouraging view of the schools which are carried on in the district now assigned to me.

It will be convenient to arrange the remarks I am about to submit to your Lordships' consideration under the two heads of Discipline and Intellectual Attainments; and as my object is to show the amount of knowledge with which children leave school it will be necessary to speak more fully of the standard of attainments reached by the first class than of the acquirements of children in other parts of a school.

Discipline.

When I use the word discipline it may be necessary to add that I mean by it the moral influence which a teacher exercises over the moral nature of children, and that I do not refer to drill, with which I think many schoolmasters seem to confound it.

Wherever real discipline exists the daily business of a school moves on without any apparent effort on the part of its master or mistress, the children do their work with an honesty and cheerful obedience which shows the sympathy existing between them and their teacher, and, indeed, the spirit which is governing their whole life; but schools of this class are exceptional ones.

I see, in fact, a great deal of drill and too little discipline. Drill is of course essential to the orderly management of classes, but it often degenerates into harshness, and there are too many schools in which everything is done with a roughness of language and manner which is out of place and mischievous in its effects. It is vain to look for courtesy and gentleness in the behaviour of children whose teachers possess neither.

In connexion with this branch of school management I must beg to express my regret at the want of cleanliness which is so often to be seen in schoolrooms and school offices, and the unsatisfactory condition of school furniture. If the desks at which children sit are covered with ink spots and cut with knives, and the books they use are torn, tattered, and dirty, teachers can talk about order and cleanliness to very little good purpose; children will not pay much attention to lessons which are contradicted by everything they see about them.

It is not difficult to keep schools clean if they are properly attended to, and no school can be called efficient which gives a silent sanction to dirtiness through the neglect of its guardians and managers.

Religious instruction.

The general conclusions which I have come to respecting the religious instruction given to children attending the schools open to my visits are very similar to those which I have ventured to express respecting discipline.

Every one who has paid any attention to school work knows that there are great difficulties to be overcome in attempting to carry out a

definite scheme of religious instruction with children whose school life is excessively short. It is natural for children to look on one lesson very much as they do on another, and it is only by the skill of a teacher that they are led to feel that lessons in Holy Scripture are something more than a collection of facts to be remembered.

I have heard lessons given to children which it would be hardly possible ever to forget entirely, and I have seen these lessons reproduced in writing a month afterwards with an accuracy of language which showed how deep an impression had been produced. But can we hope that such a work as this is being done generally ?

I have listened carefully to a good many lessons given by teachers and by apprentices, and I have read during the last two years a great many abstracts of such lessons written by children, and I cannot honestly say that the impression left by them is a satisfactory one. I may be mistaken, but the lessons seemed too often to be given on no very definite plan and to bear very few marks of careful previous preparation, and such as the lessons have been such have been the abstracts of them. I do not pretend to question either the ability or the intentions of teachers, but many of them seem never to have gained in the course of their training the power of combining earnestness of purpose with acquired knowledge and skill.

It does not appear that children are, as a rule, sufficiently practised in writing on paper abstracts of lessons in Holy Scripture, or else the exercise is limited to so small a number of the children as to be of very little value to the school.

Reading. If I now pass to the purely secular subjects of instruction I can find no reason to change or to modify the opinion which I formed two years ago. I still think that the work done in schools is far too mechanical to produce any lasting impression upon children; and even if the sons and daughters of labouring men remained under instruction long enough to reach the first classes of schools, I cannot persuade myself that they would get all that they ought to possess in the shape of intellectual attainment in order to be considered educated.

I am quite prepared to repeat in 1870 the remarks which I made in 1855–58 respecting the style in which children read and the manner in which they are taught.

If I could test after my own fashion the ability to read which children possess I should give to each class a book which had never been in use, and see what could be done with it; but schools are so badly supplied with books that such an experiment is out of the question. With the exception of certain cases, which will be noticed further on, I have to content myself with books which have been read over and over again by children; but even then, what with indistinctness of speech, bad pronunciation, a disregard of stops, and the repetition of words whenever any difficulty occurs, it is a hard matter to understand what a lesson is about unless I have a copy of the book in my hand to refer to.

Not very long ago, in a large school in Bedfordshire, I opened at random a book which had been used by the first class, and, without looking to see what passage had been so selected, or allowing myself to use a book, asked the boys and girls to read a sentence each. I was not examining the individual children presented under the terms of the Revised Code, but the first class of the school according to the registers. Many of the children present had passed through all the standards, and some were older than is usual; but one-third of the class had read before I had any idea what was the subject of the lesson. Although there was no noise in the room which made it difficult to hear what was said, they read in such a way as to prove that the words they blundered

over conveyed as few ideas to their minds as they did to mine. This is not by any means a solitary case, and I believe it to be the fruit of bad teaching.

In one of Canon Moseley's reports on the schools at Greenwich an account is given of a considerable number of boys who were incapable of reading with tolerable ease and correctness during the whole time (three years) of their residence in the lower school. A master called a "reading master" was appointed, and a room called a reading room was set apart, into which all bad readers were sent, in order that they might be exclusively occupied in reading all day long until they should be able to read well. The experiment resulted in an entire failure. Another master was appointed, under whom the exclusive instruction in reading was given up, and other things were combined calculated to interest the boys and "to *relieve the monotony of the constant "mechanical action of the faculties, whatever they may be, which find "an exercise in reading.*" When this change had been made the boys learned how to read.

The blunder thus described is being repeated over and over again in numbers of schools. I have seen myself a monitor sent to look after a division of 40 children with instructions to make each child read over so many pages of one of the uninteresting books in which children are prepared for presentation in the 1st Standard of the Revised Code. Half the morning was thus occupied, till several of the unfortunate children could almost repeat the task without looking at the book.

It may be asked how it happens, if such is my opinion of the manner in which children read, that more children are passed in reading than in writing or arithmetic? The answer is simple enough: Teachers do not present the classes of their schools for the peculiar examination laid down by the Revised Code, but children selected from the classes, and if these particular scholars can pronounce fairly the words in the book which they use it is hardly possible to say that they cannot read. A sum in addition is worked correctly or incorrectly beyond all doubt, and a word is written down with proper spelling or the reverse; but no such definite test can be applied to reading, and the school gets the benefit.

Dictation. The conclusions adopted with respect to children's ability to read ordinary books are very much strengthened by the number of blunders made in writing from dictation. If children can read well they have acquired the power of recognising the shapes of words, *i.e.*, the order of the letters which compose them, and can usually spell correctly. If they read badly they spell badly. I find accordingly that the average number of mistakes made by children representing the first classes runs from 13 to 69·5 per paper.

The common average is 19 or 20, and the highest of which I have kept any record at all is 69·5; but then it must be remembered that in the few schools under teachers with provisional certificates to be found in this district, and even in some other cases, it has not been possible to carry out this inquiry at all.

The passages dictated to the children have been taken from some well known author's writings, but never from the books used for lessons in reading; and care has been taken to select paragraphs of about 15 lines containing only words in common use.

The experiment has been made for the most part with all the classes in each school, and with similar results; but there are many schools in which lessons of this kind are only given to the class or classes containing scholars who have to "pass" in dictation according to the regulations laid down in the Revised Code.

Arithmetic. Such as the spelling is such is the knowledge of practical arithmetic.

If an examiner leaves the beaten track of mechanical exercises which are carried on every day in order to secure "passes," and proposes examples which require a little thought or care in reading over the question, it is not unusual to see half the children in a class put down their pens at once in despair at the supposed difficulty of the problem proposed to them.

Children who are naturally quick and apt at learning, when they have a chance of doing so, will be unable to make out correctly the year's earnings of a labouring man, if they have to take into account the number of weeks during which he is employed for only half his time, and the days he is on the sick list.

Grammar and geography.

It is hardly necessary to say much respecting the extent to which grammar and geography are taught. Grammar is attempted in one or two schools; but it is a question how far it is really possible to teach it with advantage, considering the time which ought to be given to other subjects, and the insufficient staff of teachers usually found in schools. Geography is again appearing as a recognised subject on time tables; but it often turns out that the lessons given amount to very little more than repeating the names of countries from a map, or "getting up definitions." Even in schools where the subject is taken up more regularly under the pressure of Article 54, Revised Code, it frequently turns out, on inquiry, that the only children to whom much attention is given are "the fifth part of the average number of scholars over six years of age;" in other words, the minimum required by the Revised Code.

Very fair progress is made in teaching this subject at Dunstable and Ely. The children study a given area of country during the year, and are able at the end of that time to draw from memory tolerably good maps of the river basins into which it is divided.

I have confined these remarks chiefly to the performances of the first class in each school, because it is fair to take the standard of attainment therein as the utmost which each school can reach; but, if necessary, I am prepared to say just as much about the others. As a matter of fact the break between the first and the other classes of schools is now more marked than I have ever known it to be, and the lowest classes are less instructed.

That the general influence of schools is good as far as it goes is probably true; but that they are doing all that is expected from them is extremely doubtful. After all reasonable allowances are made for exceptional cases, I believe that children leave them with a limited and superficial knowledge of elementary subjects, which rapidly disappears altogether.

This unfavourable judgment is not mine alone, but is also that of several school managers, and many teachers whose opinion is entitled to the fullest consideration, and it is confirmed in various ways; but specially by the general ignorance of the children brought forward as candidates for apprenticeship.

Failures of candidates for apprenticeship, evidence of a low standard of attainments in schools.

Some years ago it was quite possible to examine without any previous warning the whole of the first class of a school as candidates for apprenticeship, and then to select for actual service those whose general fitness for the office was beyond all doubt; but at the present time I think there is hardly a school in which such an experiment would not be a failure either as respects age, or attainments, or both.

During the last two years more candidates have failed to pass the prescribed examination for admission to apprenticeship than I have ever noted, and several of those who have been admitted seem to have succeeded by good fortune rather than positive merit.

These candidates undoubtedly represent the best educated children of the schools in which they have been brought up, and yet they cannot work correctly sums of a purely mechanical character in the compound rules, and write from dictation without making a long string of blunders. With respect to the schools in which apprentices are now employed it is a very significant fact that in some of them the candidates have been brought from London, Lincolnshire, Kent, or Yorkshire at considerable expense and trouble.

The same fact is shown, though in a far less remarkable way, by the failures in the examination prescribed by the Revised Code. What better evidence of the superficial character of a boy's attainments can be brought forward than his inability to do a sum correctly in compound addition because he has been away from school for a week or two before the examination?

Irregular attendance and insufficient staff are causes of the inefficiency of schools.

Various causes may be assigned for the decline in the value of schools to which I beg to direct the attention of your Lordships; but I believe that the irregular manner in which children attend, and the insufficient staff employed to teach them when they are present, will account for a great deal of that inefficiency which I have observed.

If schools are supplied with the furniture, books, and apparatus which are necessary, and if the rooms are clean, well warmed in winter (which can be said of very few), and properly officered, it is not extravagant to expect that the average attendance will represent about 15 per cent. of the population, provided of course that the population is settled within a reasonable distance of the school.

A very little inquiry shows, however, that in this district an average attendance of even 10 per cent. would be in advance of that given by managers' returns.

The population in each parish included in the following list is said to be located within easy reach of the school, and yet the returns of attendance are as discouraging as possible.

	Population.	Average Attendance.
A.	1,976	120·4
B.	1,450	99·
C.	1,700	52·6
D.	1,563	88·4
E.	1,500	139·
F.	1,500	118·

Returns of average attendance do not, however, by themselves represent sufficiently the irregularity under which a school suffers.

The following table is made out from the registers of a large agricultural parish in which all the boys over 8 years of age work in the fields during the summer, and are allowed to attend the school in the winter when the farmers do not want them. The girls occupy themselves in plaiting straw half the week. The employers of labour in the parish are said to be uneducated persons who support the school neither directly nor indirectly, and the working people are considered to be rather worse paid than those in neighbouring parishes; but they do not bear a very good character, from causes which I need not enter into, and many obstinately refuse to make any effort for the education of their children.

Some pauper children are sent to a school that they may be taught how to plait straw and are paid for by the parish authorities. The average attendance in this case is of course made up of distinct sets of children coming to school at different periods of the year, so that the

average attendance of each per week does not amount to three days out of five.

On the Books.	Average Attendance.	Average Number of Days per Week attended by each Child present at all.	Average Duration of School Life.	Average Age.
148	88·3	2·8	yrs. mth. 2 0·1	yrs. mths. 8 4·8

I will now take the liberty of quoting the statistics obtained from another school in another part of this district.

There were in 1870, 211 names on the registers and an average attendance of 153.

The number of names on the examination schedule was 152, but 42 per cent. were under 6 years of age and only 27 were presented in Standards IV., V., or VI. During the summer months 56 children had been employed in field work, and 49 had never been seen in the winter. Ninety-six children had not been in the school 200 times. Most of the children who had been at work had been employed by members of the committee who conduct the school, so that the teacher cannot venture to complain of any irregularity of attendance. In the return sent up by the managers (Form IX.) 50 children were said to have been five years or over in the school.

When the actual attendance of these 50 children was carefully examined, it turned out that only two had been five years under instruction, 21 had been four years, 20 had been three years, six had been but two years, and one had been so irregular that his real attendance was doubtful. The names of some of these children had been actually eight years on the school registers.

Mixed gangs, *i.e.*, gangs composed of children of both sexes, were employed on all the farms in the parish.

In a parish about 20 miles distant from the one last referred to, the attendance stands thus: population, 450; on the books, 53; average attendance, 31. During last year, however, 87 children had passed through the school, and the average number of days per week attended by each child present at all was 1·7 days in the case of boys, and 1·8 in that of girls.

I have visited for some years the schools in a town of some size and extent, and if the average attendance were anything approaching to 15 per cent. of the population within half a mile of the school, there would be something like 700 children under instruction. The return for 1870, however, is as follows:—

On the books - - -	183 boys. 186 girls.
Average attendance - -	97 boys. 98 girls.

About 100 children are absentees for eight or nine months of the year working in gangs.

It is usually said that the poverty of parents is the cause of the irregularity with which children attend the parochial schools provided for them, but this explanation must be accepted with considerable caution. It often happens that the most irregular children come from homes which cannot be called poor ones, and in the case which I am about to bring under observation many of the so-called labourers are small

farmers, and if any of them are really oppressed by want the school fees are paid for them.

Acreage of the district	1,419
Population of ditto	650
Size of largest farm	138
Number of small farmers renting from 3 to 25 acres of land	15
Number of day labourers renting from 1 to 3 acres of land	9
Lowest rent per acre	1*l.* 15*s.*
Highest do. do.	6*l.*
Average do. do.	3*l.* 1*s.*
Number of children who have passed through the school during the year	129
Number on the books at the close of the year	105
Number admitted during the year	22
Number of those who have left during the year	24
Number of times the school has been open	445
Number of children who have attended during the year—	
Over 100 times	25
„ 200 „	25
„ 300 „	19
„ 400 „	7
Under 100 times	29
Highest weekly attendance	82
Lowest „ „	32
Average „ „	58
Average number of days per week attended by each child present at all	2·202
Average age of the scholars	6·8 yrs.
Number of children on the registers whose parents are not wholly dependent on labourers' wages	32
Number of children whose school fees are paid for them	16
Average amount of labourers' wages per week	10*s.* 6*d.*

During March, April, and May children are paid for weeding onions, and from the last week in June to Christmas they can find employment in peeling onions. During August, September, and October they may betake themselves to gathering acorns or digging potatoes, and throughout the year they can occupy themselves in plaiting straw.

Three miles to the north of this parish is a much larger one, in which the rector assures me poverty cannot be pleaded by the labourers; yet, although the average attendance is 110 boys and 95 girls, 392 children have passed through the schools in the course of the year, and the average number of days per week attended by each child present at all is 2·9 in the boys' room and 2·2 in the girls'. In this case 103 children have not attended 100 times, *i.e.*, 50 days out of the 218 days on which the schools have been open. Between 60 and 70 children never make their appearance during the summer.

The following statistics are supplied by the registers of a school in another part of this district:—

Number of children who have passed through this school during the year	285
Number on the books at the close of the year	234
Number admitted during the year	30
Number left during the year	45

Number of times the school has been open	431
Number of children who have attended—	
Between 100 and 200 times	66
„ 200 and 300 „	58
„ 300 and 400 „	66
Over 400 times	23
Under 100 times	65
Highest weekly average	174
Lowest „ „	94
Average attendance for year	145
Average number of days per week attended by each child present at all	2·5
Number of children who have attended free	29
Number of children on the registers whose parents are not wholly dependent on labourers' wages	81
Number of children on the registers whose families are specially employed by linendrapers	65
Acreage of the parish	5,484
Number of persons farming from 3 to 25 acres	49
„ „ „ „ 1 to 3 „	25
„ „ „ less than 1 acre	65
Acreage of largest farm	594
Lowest rent per acre (fen land) about	1*l.* 10*s.*
Highest „ „ (high land)	3*l.*
Average weekly wages: labourers	11*s.*
„ „ „ coprolite diggers	18*s.*
Number of coprolite diggers whose children attend the school	29

In this parish small portions of land let readily at 5*l.* and 6*l.* per acre.

With respect to attendance, it is worth adding that out of the 23 who were present over 400 times, 14 were under 7 years of age, and the irregularities of the 65 who did not make 100 appearances may be classified still further as below :—

Between 1 and 25 attendances	22
„ 25 „ 50 „	21
„ 50 „ 100 „	22

These returns have not been selected from exceptional parishes by any means, but represent what is called attendance both in town and village schools. In the largest town school of girls which I visit, where the average age of the school is 10 years 1 month, which is rather good just now, so constantly are children coming and going, that the average number of days per week attended by each girl present at all is only 2·7 ; and in the largest and best-managed town school for boys the average is only 3·5 days, and the average age 9·76 years, although valuable gifts of clothing, &c. have a very considerable effect on the attendance. These figures correspond too closely with those last quoted from the records of purely village schools to encourage a suspicion that they represent anything unusual.

It seems to me, in short, that as a general rule numbers of children are passing through the schools of this district in a very desultory way, just, in fact, when they can find nothing to do which in their judgment is more worth attending to, and that, although their names may remain upon school registers for years, the duration of actual school life is very short indeed. The amount of instruction which children get under such circumstances cannot possibly be of a lasting kind, and there are both managers and teachers who think it a mistake to support such a system by grants of public money. If the evils of this irregularity

could be confined to those who actually practise and promote it, it might perhaps be looked at with more toleration, but that is unfortunately impossible. It matters little whether children attend schools only at certain periods of the year or on alternate days, or during alternate weeks; the practical result will be more or less the same. No teacher can be expected to make a school efficient in which numbers of children attend with a systematic irregularity which he cannot check and treat as a breach of one of the first rules of good school keeping. I have had something to do with schemes for combining labour and elementary education, and I have seen them attempted under a combination of favourable circumstances not likely to occur again; but all these experiments tended to prove, in my opinion, the impossibility of combining to any good purpose two antagonistic forms of school keeping. The only fact about which no doubt can be felt is that those children who attend only occasionally learn very little that is worth talking about, and at the same time really destroy the value of the school to those who attend steadily and do their best to profit by the means of instruction within their reach. Evils of half-time systems.

If, to take an actual case, in a school which has an average attendance of 150 children, there are 80 who make their appearance for some four months of the year, any teacher who possesses a fair amount of technical skill knows but too well that a good organisation can scarcely be carried out.

These 80 children, when they do come, have to be dispersed over the school, and the inevitable consequence is that each class consists of two groups, the one acting as a dead weight and hindrance to the other.

A systematic course of lessons cannot be carried out in any class if one-third of it, say, has been absent for seven or eight months of the year, and the instruction has consequently to be diluted down to the level of the least intelligent group of children. To all such cases the labour of the teacher is most injudiciously increased, and there is very little to show for it after all.

If this is the injury inflicted on the purely intellectual work of a school, the havoc done to the discipline is greater still.

I do not think there is a teacher employed in this district who does not dread the return to schools of children who have been employed in gangs in agricultural work.

I am told by those most capable of forming conclusions on the point, that while the schools for plaiting straw or lacework do infinite mischief to the children who attend them, employment in the fields seems to involve a still worse destruction of modesty and delicacy of feeling.

Before, however, we blame the poor for the irregular way in which their children are sent to school, it must be made quite clear that the schools within their reach are worth going to. From this point of view the case against the poor too often breaks down.

The efficiency of every school depends upon its staff. If schools are carried on with an insufficient staff, the work is only half done, and no one can wonder if the attendance under such circumstances is bad.

Sixty-seven of the schools which I visited last year have nothing but monitors to assist the master or mistress in carrying out the daily working of the classes, and several which have an apprentice under the regulations of the Revised Code are even then so imperfectly supplied with teachers, that entire divisions of children are consigned to monitors during the greater part of the year.

It has been said, and as I think with great truth, "the teaching by "monitors reminds us by too close a resemblance of the definition of "a mutual improvement society, an association where the members

"know nothing, and meet together to teach it to each other." This is scarcely an overdrawn description of some of the schools which I see every year.

It is obvious that a master with four classes to teach can but give a fourth part of his time to each, if he tries to bring every child equally under his own personal influence, and even then, and supposing him to have apprentices, his attention must be partly distracted from his own special business, in order to give the necessary superintendance to the work of the subordinates he uses as teachers of three-fourths of the school, but if his assistants are capable neither of preparing classes thoroughly for his lessons, nor of carrying on what he begins, the prospect for the pupils is dreary indeed.

By way of example I will take the liberty of pointing out the working arrangements of a large mixed school, which has for its staff a master, one apprentice, and two monitors, who are both, I must add, deformed.

The children who are likely to be presented for examination in the 4th, 5th, or 6th Standards are formed into class 1, and looked after by the master.

The second class is composed of children who are to be brought forward for examination in the 3rd and 2nd Standards, and is entrusted almost entirely to the apprentice.

The rest of the school is left in charge of the monitors, and I have counted 40 and 45 children in a separate room being prepared for the 1st Standard. Last year 28 children out of the 2nd and 3rd classes were withdrawn as incapable of passing the examination required under the 1st and 2nd Standards, and although 111 had been admitted to the school 146 had left it. It is difficult to believe that children can derive any lasting benefit from such a school as this, indeed as a matter of fact the 2nd class was incapable of writing from dictation an easy paragraph taken from the "Parents' Assistant." The mere mechanical difficulties of writing put an end to my experiment.

Whenever the staff of a school is insufficient, the organisation adopted is one which keeps the first class as small and the last as large as possible, and there is often a reserve of "infants" of all ages who keep possession of the class-room if there is one, and wait in hope of better times when some one can be spared to teach them a little. Parents soon find out that their children lose nothing by a few days' or weeks' absence from such schools as these, and in a parish near Wisbech a poor woman declined to send her children to a school just established by the vicar, until some assurance was given that apprentices were to be appointed so soon as competent candidates for the office could be found. This poor woman had in my judgment formed a very correct estimate of the education her girls would get if they were left to monitors.

The common tendency to starve schools is easily accounted for.

It is a laborious and disheartening task to canvass a parish in order to secure an income equivalent to the really necessary wants of a good school, and if it is possible to earn a fluctuating one by means of any special arrangements from annual grants and children's pence which will lighten the pressure on local sources, a tendency to cut down expenditure is created, and the staff settles down to the minimum which is tolerated by your Lordships' Minutes.

As the difficulties of meeting the annual expenses increase, the more easily are managers tempted to make their teachers' incomes dependent on a variety of small offices which distract their attention and consequently unsettle their schools.

The masters of some of the schools in this district eke out a slender fixed salary by acting as overseers, assistant overseers, parish clerks,

land measurers, accountants, and the like, offices which beyond all doubt occasionally interfere with their duties as schoolmasters.

One teacher has to carry on day, night, and Sunday school, clothing club, coal club, and choir, to play the organ in church on Sundays, to prepare the church for divine service, to see that the surplices are ready for the clergy, and to take charge of all notices relating to funerals and baptisms. Several others derive a considerable part of their income from acting as organists, an occupation which in my opinion can scarcely be filled by any teacher who devotes to a school the time and attention which ought to be bestowed upon it. One master earns 50*l.* per annum in this way, and is said to resist the appointment of an apprentice in his school because it would occupy time which he can employ more profitably in training choirs, attending concerts, and giving lessons in music in the neighbourhood.

In many schools, the masters or mistresses are by the terms of their engagement co-managers, that is to say, they have a definite share in the income which can be earned from annual grants and pence.

It is hard to blame teachers if under such circumstances they have a strong and active interest in keeping down the expenditure on their schools, although the evils to which it leads are beyond all doubt.

Extra work of any kind always means putting a fresh strain on those who undertake it, and it is this constant pressure which wears out many teachers and makes others do their work with lifeless indifference.

I am told by young men who have to look after day schools and evening classes, that while the night school is carried on they cannot and do not attend properly to the far more important business of the day school. They are weary and spiritless even at nine in the morning when schools are usually begun, and quite unfit to give the early morning to their apprentices. During the last year the health of two teachers has given way entirely, as I have been told, from this cause.

It is difficult to avoid the conclusion which facts of this kind suggest. We cannot expect to see much vitality in schools which are perpetually struggling against the drawbacks which I have pointed out.

Schools established by the Duke of Bedford.

It is with much pleasure that I now beg to call your Lordships' attention to the schools lately established in Bedfordshire by his Grace the Duke of Bedford.

It is the wish of his Grace that efficient schools for the education of the children of the poor should be provided in every parish in which he possesses property, and schools have been already built by him at Husborne-Crawley, Willington, Souldrop, and Woburn Sands, which last is no longer in my district. The school-buildings at Cople, Steppingley, and Lidlington have been enlarged, for it was found that an unexpected number of children were forthcoming as soon as a proper provision was made for their accommodation and instruction.

In the parishes of Goldington, Flitwick, and Thurleigh, where his Grace is not the sole owner, a similar movement has been made in conjunction with other proprietors.

All the schools built or enlarged by the Duke have been fitted up by Mr. Warner, of Dell Lane, Bishops Stortford, with excellent desks and apparatus, and each is well supplied with books, paper, and whatever is really essential to good school keeping.

The teachers selected to carry on these schools have been trained and possess certificates of merit, and in all those cases in which his Grace is sole manager, or nearly so, apprentices have been appointed to assist them. There is one exception to this rule, which will be noticed presently.

Some hesitation was at first felt with respect to the employment of

pupil-teachers in all the schools in which the Duke of Bedford is interested, but a very small experience of monitors was sufficient to prove their incompetence, and it was determined to remove them and supply apprentices as soon as competent candidates could be found.

After very careful consideration it was determined that the teachers employed by his Grace are to have no share in the annual grants paid to their schools, and no responsibilities connected with night schools, Sunday schools, or choirs. It was felt that if schoolmasters and schoolmistresses devote their full time and energies to the work connected with ordinary day schools and the training of apprentices, they are submitting to a mental and physical strain which is quite as severe as they can be expected to bear for any length of time without more or less danger.

I am bound to add that the wise foresight of this decision has been fully proved by the success of the schools in which the suggestions of his Grace have been cordially carried out.

All the schools to which these remarks apply are situated in small parishes occupied by an agricultural population, and if poverty, as is said, is the real all-powerful cause of those irregularities which lower schools to the condition of mere nurseries for the reception of children out of work, the schools to which the Duke of Bedford has directed his attention ought to furnish examples of bad attendance and its consequences as discouraging as those supplied by schools in similar parishes in other parts of this district; but they really do nothing of the kind.

At Souldrop for example the average attendance returned last year was 19 per cent. of the population, and at Cople it reached 15 per cent. almost as soon as the school was opened. At Lidlington, notwithstanding the enlargement of the room, there is not sufficient accommodation for the children in attendance, and every class is overcrowded.

The average attendance under these circumstances is 84·6 per cent. of the number on the books, and might, there is no doubt, be raised to the coveted amount if the room were but big enough for the purpose.

The average attendance at Goldington, where the population of the parish is 609, was 96 last year, and would have been higher if the two schools had not suffered a check from the serious illness of both mistresses and unavoidable changes in the staff.

These schools have very liberal supporters in Mr. and Mrs. Wing, now residents in the parish, and at the present time three pupil-teachers are employed in the mixed school and two in the infants', so that practically monitors are hardly thought of. The average number of days per week attended by each child present at all in the mixed school was in the last school year 4·7 days, instead of the two or three days which is so common elsewhere, and the same exercises in dictation which frequently produced, as I have already mentioned, an average of 15 or 20 mistakes per paper, were written by children in the first class at Goldington with an average of four or six errors.

When I was last at the schools the lessons in dictation given to the four classes according to the time table for the day produced respectively the following average results :—4, 3·8, 4·7, 3·8. The passages chosen were taken like mine from a book which the children had never seen.

At Husborne Crawley, where sickness has also interfered with the work of the schoolmistress, the average attendance was 70·6 in a population of 350 according to the last census, and the average number of days per week attended by each child present at all was 4·1 days. The same exercises in dictation which were used at Goldington, selections namely from Ruskin's "Modern Painters," and Thackeray's "Miscellany," were written with the same amount of success.

It is not necessary for my purpose to enter into the exact acquirements of the children in the other classes, or to point out the admirable discipline maintained with so little apparent effort in these schools, but I cannot help adding that it is only where children have the advantages of such careful and complete oversight that any approach to really good reading can be expected, that is to say, reading which can be listened to and understood without painful effort.

The history of this group of schools is, to me at least, extremely instructive, because its tendency is in all respects favourable to the opinions I have expressed, that the efficiency of a school depends in the main on the completeness and technical skill of its staff of teachers. In one of the schools on the Duke of Bedford's estates it happens that up to the present time no apprentices have been appointed. The mistress in charge of it is indefatigable in the fulfilment of her duties; but the average number of days per week attended by each child present in this school is only three days, instead of the 4 or 4½ days' attendance secured at others.

This fact is simply an indirect proof of the soundness of the general principle I venture to lay down.

There are several other instances known to me in which a check has been at once put on irregularity of attendance by firmness on the part of managers supporting the influence of competent teachers; but as these experiments have been hitherto hardly worked out, I am content to leave the whole case for consideration on such evidence as has been given.

It is no doubt true that my remedy for the general feebleness of the schools in this district means an expenditure per school which local resources will rarely meet.

I do not deny that I have never believed it possible to carry on good schools at what is commonly called a cheap rate, and I venture to add that it is very doubtful how far it is worth while to pay any money at all to schools unless it can be shown distinctly that they are doing that particular work for which they are intended.

The average cost per head in the Duke of Bedford's schools with which I am acquainted has been fluctuating from 1*l.* 18*s.* to 3*l.*, according to the average attendance and the completeness of the staff, and if efficiency alone is to be aimed at I cannot call this rate excessive. The expenditure on these schools is carefully watched; no extravagance is passed over; but at the same time no expense is spared for which the necessity is shown. The schools are simply such as ought to exist in every parish.

A school, for instance, in which the average attendance is 74 represents what was originally stated as requiring a master and two pupil-teachers, *i.e.*, one for every 25 scholars. If the master's salary is estimated at 90*l.* (which is really 10*l.* below the sum paid in the case I am thinking of), the total cost of the school will not be less than 160*l.*, which sum divided by 74 gives an average cost of 2*l.* 3*s.* for each child; yet there is no extravagant expenditure; the cost is in staff.

Every attempt made to reduce expenditure in such cases as these involves nothing less than lowering so much the efficiency of the school, and it is quite possible to carry this so-called economy to such a point that a grant of public money is little better than a subsidy paid merely to keep a school going.

I have the honour to be, &c.

D. J. Stewart.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. W. F. Tregarthen, *on the* Church of England Schools *inspected by him in the Counties of* Dorset *and* Somerset.

My Lords, January 1871.

I have the honour to present to your Lordships my general report, upon the schools visited by me in the counties of Dorset and Somerset, during the year ending 31st August 1870.

Area of district the same.

My district covers exactly the same ground as it did two years ago, when I wrote my last general report.

Schools added to the annual grant list.

The following schools have been added to the annual grant list, and are now taught by certificated teachers, Dewlish, St. Giles' Wimborne, Lillington, Milton, Milborne St. Andrews, Symondsbury, Witchampton, in Dorset, and Barrowbridge, in Somerset.

Schools removed from the annual grant list and the causes of their removal.

The following schools have been removed from the annual grant list: viz., Charlton Mackrel, Combe Florey, and Hardington Mandeville. Charlton Mackrel continues to be taught by a certificated teacher, but as the income derived from an endowment shuts out the school from receiving any pecuniary benefit from the Parliamentary grant, the sole manager, Archdeacon FitzGerald, has declined annual inspection. The other two small village schools have been unable to find trained teachers.

School buildings. New schoolrooms.

During the past year a great deal has been done in school building and enlargement. At Taunton, Winterbourne-Kingstone, Bere Regis, Shitterton, Loders, Symondsbury, Pymore and Beaminster, new schoolrooms have been erected. The school at Loders, a handsome structure, has been built at the sole expense of Lady Nepean "for the use of the poor of the "parish;" that at Pymore, by Mrs. Gundry of the Hythe, Bridport, as a memorial to a deceased son; those at Winterbourne-Kingstone and Shitterton, by Mrs. Michel of Whatcombe House, and those at Symondsbury by trustees out of funds left for the purpose by the late rector of the parish, Mr. Raymond; the rest have been supplied, partly by voluntary contributions and partly by a building grant from the Education Committee. The schoolrooms at Blandford, Portland-prison, Portland St. George's, and St. John's, Wellington, Rockwell Green, Langton Herring, Preston and Holy Trinity, Weymouth, have been enlarged and improved, either by the building of classrooms, or separate rooms for the accommodation of infants.

Voluntary effort not enough to supply deficiencies.

By voluntary effort, this much has been done in my district, yet when I consider how much remains to be done, how many schoolrooms are still unsuitable from one cause or another, how many schools from unskilful teaching are doing only a very little of the good they might do in more practised hands, I think every unprejudiced person must admit, that the time has fully come for enlisting public as well as private energies in the work, for doing it without further delay and on a national scale.

Particulars of official work during the year.

My official work from the 1st September 1869 to the 31st August 1870, consisted of holding collective examinations of pupil-teachers at nine different centres, of conducting the examination for certificates of merit at Salisbury in conjunction with my colleague, Mr. F. Wilkinson, and of visiting on account of annual grants 151 schools, and for simple inspection six schools, that is, institutions held in separate buildings and separately managed.

Number of schools visited.

The number of schools actually inspected in which separate teachers were employed was 194; viz., 23 for boys, 17 for girls, 20 for infants, and 134 for boys and girls combined. I also examined during the year 65 night schools, some of them personally, others in accordance with Arts. 142–9 Revised Code. In these schools I found employed 191

certificated teachers, 201 pupil-teachers, and 9 assistant teachers under Art. 91.

At the examinations there were present in the day schools 9,285 boys and 8,688 girls; in the night schools which I personally visited, 118 males and 9 females. In average attendance there were in the day schools 7,833 boys, 6,910 girls, in the night schools 1,425, males, 186 females. The schoolrooms afforded accommodation at eight square feet of superficial area per child for 23,153 children. On the school registers were the names of 21,091 scholars, so that 2,000 more children might have been admitted into the present buildings without inconvenient crowding. There is one fact to which I wish to draw particular attention in connection with these statistics. Only 4,844 or 22·9 per cent. of the scholars were above the age of 10 years. In other words, supposing the children were classed according to age, only one-fifth could be placed in Standards IV., V., and VI. of the Revised Code.

Number of children present at examinations.

School accommodation more than sufficient for children in attendance.

Number of children who might be placed in upper standards.

From five of the schools held in separate buildings and separately managed, no sufficient returns of income and expenditure have been received, so that I am only able to state the income and expenditure in the case of 152 schools. Of these 149 are annual grant schools, three simple inspection schools. In the annual grant schools the income was derived from the following sources :—

Expenditure of the schools visited.

£	*s.*	*d.*	
675	9	0	*from endowments.*
6,706	12	0	*from voluntary contributions.*
4,334	3	4	*from school pence.*
7,887	9	5	*from capitation grants.*
143	3	3	*from other sources.*

In the three simple inspection schools the income was derived, as follows :—

£	*s.*	*d.*	
20	0	0	*from endowments.*
56	8	0	*from voluntary contributions.*
31	18	8	*from school pence.*
2	0	0	*from other sources.*

The average attendance in the annual grant schools was 16,175, so that the income per scholar would be 1*l.* 4*s.* 5*d.*

In the simple inspection schools the average attendance was 104, making the income per scholar 1*l.* 1*s.* 3¾*d.*

Cost per child in annual grant schools and simple inspection schools compared.

The difference between the income per scholar in the annual grant schools with their trained and certificated teachers, their costly apparatus and adequate supply of books is therefore only 3*s.* 1¼*d.* more than in the simple inspection schools, where the teachers are supposed to receive smaller salaries, and where generally the educational material is scanty and insufficient. But it must be pointed out that in the annual grant schools, the average capitation grant per scholar was 9*s.* 9*d.*, leaving the income to be drawn from private sources per scholar as only 14*s.* 8*d.* In fact for the support of an annual grant school, the demand on private benevolence is less by 6*s.* 7¾*d.* a scholar, than in the case of simple inspection schools.

Remarks on the above comparisons.

This disposes of the erroneous opinion sometimes expressed, and very generally entertained, that to place a school in a position to obtain a share of the educational grant, entails a heavier burden on its supporters. Quite the contrary appears to be the truth. And the expenditure in the case of the two classes of schools will be found to tell exactly the same tale.

The expenditure in the two classes of schools confirms the conclusion.

In schools under certificated teachers the average cost per scholar is is 1*l.* 3*s.* 7¼*d.*; in the other schools 1*l.* 2*s.* 1½*d.*

Voluntary contributions.

Allow me to draw your Lordships' attention to the large sum—6,763*l.* 10*s.* 11*d.*—which has been voluntarily contributed towards the support of these 152 schools. The managers' returns will bear me out when I state that a very large proportion, much too large a proportion of this large sum of money, has come out of the pockets of the clergy, some of whom could ill afford it. One of the questions in the return, "Form "IX.," is, "If there is an overdrawn balance, who has provided the "money, and how is it to be repaid?" The answer, which I copy from the manager's return of a school in Dorsetshire, is not an uncommon one:—"*The vicar, who does not expect repayment,*" 17*l.* 13*s.* 5*d.* The voluntary contributions in that particular parish amounted to 10*l.* 0*s.* 6*d.*, 5*l.* of which was subscribed by the vicar. I do not mean to imply that the laity generally contribute so sparingly. Many instances occur to me where squires take the most lively interest in the schools on their estates, and maintain them at their sole expense; but no one familiar with agricultural districts will deny that up to this time, in the greater number of parishes, the chief and most liberal contributors to the support of elementary schools have been the clergy. And here your Lordships must allow me to state my conviction that nothing is further from the truth than to attribute the self-denying exertions of the clergy in the cause of education to a sectarian spirit or a desire to advance party interests. The "conscience" difficulty very seldom, if ever, arises in country places. I have never met with a case in my district. The schools are thrown open to all without restriction, and are frequented by the children of Dissenters and Churchmen alike. Indeed, it has often occurred to me that uneducated parents show a truer appreciation of the mental powers of their children when they treat with perfect indifference any possible attempts to make the poor little creatures understand the points of difference between the Church of England and Nonconformist Protestants, than those who profess to have studied the subject, and write and speak learnedly on the sanctity and liberty of conscience. You can teach children of 10 years of age the great principles of morality, to love and reverence and obey God as their Father, to adore the Divine Saviour, but you cannot make them appreciate the niceties of theological dogma. And when the history of voluntary schools comes to be written, and the facts connected with their establishment and support quietly and fairly considered, I think it will be established that the self-denial of the clergy in school work and their interest in elementary education have not arisen from a desire to do the impossible work of making converts in a party sense of little children, but rather from the more catholic and sensible desire, the earnest wish to see their parishioners more intelligent, more cultivated, more refined—in a word, better educated.

Self-denying efforts of the clergy.

The exertions of the clergy in education not selfish and narrow.

School rate on Hambro estates.

For some years the tenants on the Milton Abbey estates have paid 1 per cent. on their rentals towards the support of the schools. Mr. Charles Hambro has kindly furnished me with the following particulars as to the amount contributed by the farmers in the several parishes:—

	£	*s.*	*d.*
Stickland - - -	22	12	0
Hilton - - -	23	16	0
Milton - - -	33	9	0

Baron Hambro keeps the school buildings (which, I may add, are exceedingly good) in repair, and makes up any deficiencies in the incomes, and he reckons his average outlay on these three schools at 120*l.* per annum.

A much simpler method could not be devised for obtaining an adequate school income without any great expense to a single individual, but I am not aware that the Baron's example has been imitated by any other landowner in Dorset or Somerset.

There has been no material change in the character of the instruction. The schools mentioned in my last report as being under the care of good teachers, continue to produce the most satisfactory results; and to my former list I might add this year the schools at Puddletown, Fontmell Magna, Sherborne boys', Rockwell Green, Shortmore boys', Beaminster, and Bradford, Somerset, as being taught by teachers who have displayed more than ordinary energy and ability, and who have succeeded in placing their scholars in the front rank. But on the part of not a few teachers there seems to be a feeling that they have performed all that is required of them, when they bring their children up to the minimum Standard fixed by the Revised Code; and in many instances I regret to say they attempt to obtain these meagre results in the most mechanical and least skilful way. No doubt it was necessary for your Lordships to draw a rigid line, and to say that unless a school came up to that, it could receive no public sanction or support; but it is well to record the fact, that this has worked in a great number of cases in a way it was never intended to work, and produced impressions on the minds of young teachers especially, which have tended to make them take very narrow views of the duties of their office, and has curtailed their usefulness as instructors of young children. Very many seem to forget that it is part of their office to cultivate the intelligence of their scholars, to make them think, and observe, and understand; that it is not enough to drill them into performing certain exercises with parrot-like facility.

State of schools as regards instruction. No important changes.

Many teachers satisfied with minimum results.

Reading.—I find this taught very often by rote. The children know the words by sight, and pronounce them accurately enough, but when you proceed to question them as to their meaning or to ask them about the subject of the lesson, you are too often grievously disappointed; and I attribute this, partly, at least, to the class books at present in use in our primary schools. Although numbers of reading books have appeared since the Revised Code came into operation, few of them are really satisfactory. Not going quite so far as my friend, a Somerset Diocesan Inspector, the Rev. A. C. Ainslie, in his condemnation of the reading books at present in use, I still think there is much truth in what he so forcibly says :—

Reading often without expression and intelligence.

"I cordially detest the present reading books, one and all (above the lower Standards). I hate the notion of reading books. What books are not reading books? Should I be content to let *my* children read nothing but reading books to the age of 13 or 14? Ugh! As soon as ever I have time I am going to enter into a crusade against the hateful system, and have a circulating box containing Robinson Crusoe, Tales from History, Good Words for the Young, Aunt Judy, &c. &c.; in fact, the books that my children *devour* at home, and you shall hear some better reading before long, and the children will have picked up a lot of varied information, and will be bright and intelligent. Reading will then be a more 'paying' subject than ever, but skill in reading will not be gained at the expense of intelligence."

Diocesan inspector's views on the subject.

Until some competent body undertakes the work of a thorough examination of the class books at present in use and devises some means of giving the managers of our primary schools reliable information as to the best and most suitable reading-books for their purpose, national education will be labouring under great disadvantages.

Need of some competent body to examine and report upon class-books.

Writing and Dictation.—The writing varies very much in different schools. In some it is round and large, and neat and legible; in others it is irregular and pointed, and the letters badly formed. This depends

Writing and dictation.

entirely on the handwriting of the teacher. If his handwriting is good, his scholars will imitate him; if he writes badly, they will be sure to copy him. A set copy written before the pupils' eyes on the blackboard or in the copy-books, is much more effective, I find, than the best copper-plate specimens of penmanship. In some schools, those where the writing is best, the master has generally obtained a certificate of proficiency in "free-hand drawing" from the Science and Art Department, and teaches his scholars to draw.

Freehand drawing improves writing; should be taught in every school.

Why should not free-hand drawing be taught in every elementary school? It is a most popular lesson with the children. It draws out their powers of observation and imitation, and teaches them neatness, accuracy, and the beauty of form, and has a decided effect in producing good hand-writing.

Dictation; the abuse of syllables.

Dictation.—The absurd and gross mistakes often met with in this exercise, arise, I am convinced, from the foolish manner in which many teachers dictate the passage to their class. They pronounce the words syllabically, and they sound to the ears of the children quite different from any language they ever heard in common life, and so when they have to write the words, pronounced to them in the ordinary way, they are all at sea, and oftentimes write utter rubbish, invent words unknown in any ancient or modern tongue.

Arithmetic, still taught defectively.

Arithmetic.—Notation has much improved. Children are now taught in almost every school the value of numbers, and can write down figures from dictation; but beyond this I am unable to perceive much improvement. I must still complain of their being allowed to subtract, and multiply, and divide, without having been taught the principle involved in the various exercises, and of their being easily caught by the trap, in the case of subtraction for instance, of placing the smaller number first in your question, and the number to be taken from, last. Arithmetic is better taught in boys' schools than in girls', and boys shew more aptitude for figures generally than girls.

Geography, a favourite and most necessary study.

Geography.—This is the favourite subject for the "extra grant," and in the greater number of schools, in my district, it is now taught with more or less success. As in nearly every lesson book there are constant allusions to countries and places, some acquaintance with geography is absolutely necessary if the reading lesson is to be lively and interesting. The idea that time given to this, and other, what are called "higher sub-"jects" reduces the chances of a school passing a satisfactory and remunerative examination in the "three R's" is happily exploded. Whatever makes teachers and children more mentally active and intelligent, must reduce the strain and effort necessary to master the dry details of school work. Teachers are beginning to see this, and as time goes on, I have no doubt that, whilst we shall find reading, writing, and arithmetic still taught with care and accuracy, we shall also see the range of studies in our primary schools considerably extended, to the mutual benefit of teachers and scholars. It may be well to draw your Lordships' attention to a complaint, which is often made to me by both managers and teachers, that the conditions upon which the extra grant is at present given are somewhat involved and complicated; and that often through the non-fulfilment of one of the conditions, which they have either not understood, or overlooked, in studying the minute, disappointment and failure have resulted. I state this complaint, and it may be taken for what it is worth; but no one will deny that clearness and simplicity are great merits in all rules and regulations.

Conditions on which the extra grant is given complained of as involved and complicated.

Elementary science.

It has often occurred to me that much more might be done than at present in all our schools, in the way of making our children take an interest in, and understand the properties and uses of common things.

My friend E. B. Tylor, Esq., has tried the experiment of teaching "elementary science" in the schools at Wellington, and Rockwell Green, and he expresses so clearly my own views on the subject, that I will ask your Lordships' permission to embody his letter to me in my report. Mr. Tylor's views and experience.

"Such experiments," he says, "as those made with regard to teaching rudiments of science in elementary schools were suggested by observing the general want of such instruction under the present system, even as to the common materials and processes which the children pass their lives among. I am speaking of good average schools, where no special effort has been made in this direction. In a district where the roads are made of flint and limestone, one finds that even 5th and 6th Standard children have no clear notion as to the difference between them, and would hardly be startled to be told that you could strike fire from limestone and burn flint into lime. You will scarcely get (unless it be from a smith's son) any clear account of the difference between cast and wrought iron. The children know that salt and soda will dissolve in water, but their ideas are mere mist when it comes to how soot or flower of sulphur will behave, or how hot water differs from cold as to dissolving sugar. Again, as a rule they do not know how an inverted glass will act if sunk in a basin of water, according to whether the glass is full of water or air; *i.e.*, they have no notions of the principles of the pump and diving bell.

"Apart from the industrial value of this sort of knowledge to boys who are to be working men, it seems to me that it is through this kind of teaching that we can best get the habit of exact knowledge into their minds, and teach them to deal with strict evidence by strict reasoning. At the same time the slightest trial proves that rudimentary science is a kind of knowledge that the children themselves are eager for. If but given in a nice way it so evidently excites their attention and spurs their minds that I really believe an hour or two of it in the week would pay for itself in the increased mental activity brought to bear on the ordinary school work.

"Looking at elementary school arrangements as they stand it seems that a very valuable amount of science teaching might be given without sacrifice of the time bestowed on the regular subjects The present reading books containing articles on useful knowledge and natural philosophy, a schoolmaster can do a good deal by making a class not only read but understand them. Unfortunately these articles are for the most part ill adapted for the purpose; their authors seem little acquainted with the educational use of such subjects, or not competent to treat them at all. They are vague, inconsequent, sloppy, and given to moralizing rather than explaining. I think a certain proportion of reading lessons taken from sound books that will bring children face to face with definite scientific points one at a time, would convey a good deal of the teaching wanted. The best point, however, that I have got at by trial is this, that the children can acquire distinct ideas about certain things, and can find words to express them."

Mr. Tylor sent me some of the last exercises written by the boys, on "stones," "earths," "the pump," "ice," "the thermometer," &c., which certainly proved not only that minds cultivated to the extent of theirs, are capable of taking a lively and intelligent interest in such things; but that their ideas were sufficiently defined and accurate to enable them to express in plain simple language what they knew. I fully endorse his opinion, that "without any revolutionary measures it would be possible "to improve the present average education many degrees by science-"teaching, in such a manner as not to reduce (rather to increase) the "grant, if some measures were taken to encourage the working of these "subjects."

I wish I were able to report that "drill" received great attention in every school in my district; for smartness, activity, and prompt obedience, obtained in the performance of simultaneous bodily exercise, could not but exert the most beneficial effects on the children and the discipline of the schools. But the truth is, few teachers at present recognize the importance of "drill" as an educational agent. At Puddletown there is a school band and the children are taught to march in step; at Wyke Regis also the band helps to bring old and present pupils together in a common amusement; but drill, as the most effective means for the proper maintenance of good discipline, is not sufficiently practised. Next year I shall hope to be able to report great progress in this direction. Drill.

Industrial employments

Needlework and knitting are taught in some schools in a manner to merit the most unqualified praise. Specimens shown to me would excite the admiration of even a professional sempstress. Mrs. Chappel, of East Orchard, has kindly furnished me with a specimen page of her school needlework book, which shows exactly the quantity of work done during the year in the school, its cost, and how it was disposed of at last. It is worthy of imitation.

No.	Articles to be made.	Yards bought.	Price per Yard.	Total Cost.	Sent.	Finished.	Owner or Purchaser.	Price.
			d.	*s.* *d.*				*s.* *d.*
1	1 apron - -	1	8	0 8	Jan.	Feb.	Sold.	0 8
2	1 pinafore - -	1½	8	1 0	,,	,,	,,	1 0
4	2 pairs of stays -	2	6	1 0	,,	,,	,,	1 0
5	1 pair of socks -	2 ozs.	4	0 8	April	,,	,,	0 8
8	3 brown pinafores -	4	7	2 11	Feb.	,,	1 given away. 1 sold.	2 4

It has often been suggested to me, that much more might be done than is at present done, in the way of industrial training, in our primary schools; that girls especially would remain at school longer, and leave with a better education if a portion of their time could be devoted to learning in a practical manner some portion of the duties they will have to discharge in after life, and in the proper performance of which, their comfort and the comfort of their employers will mainly depend. To teach cooking and have kitchens attached to schools necessarily entails a certain amount of risk and waste and unremunerative labour. To produce a well cooked dinner for a working man is one thing; to find the working man willing to pay a fair price for it, and to eat it, and enjoy it is another.

Might not laundry work be done in primary schools?

But none of the risks and objections which attach to kitchen work apply to laundry work. My friend, Mr. Wyndham S. Portal, has suggested that to the greater number of our village schools a laundry might be attached without any alarming outlay, to the advantage both of the elder girls in the school, and the respectable families in the neighbourhood. A good dame can teach washing and ironing and getting up linen, and a "lean to" with stove and cistern and tubs and mangle will supply all the necessary apparatus.

Night schools

In Dorset and Somerset, evening classes are to be found in nearly every parish, taught by the certificated mistress or other day school teacher, assisted by the clergyman or some member of his family, or by educated and benevolent laymen. But, as time goes on I must honestly confess, that I have less and less faith in the value of night schools. As arresting the progress of forgetfulness and ignorance, they do a certain good; but as channels of teaching and instruction they are of little value, and miserable substitutes for day school training. How can you expect to keep up the attention and excite the interest of a poor half-fed boy, who has been plodding through a stiff clay furrow for six or seven hours after the plough, in subjects too, he is not naturally very fond of? They are dull and heavy and learn little, and the results, as shown in the night school papers, are far from encouraging or satisfactory. If our people are to be taught, the teaching must be done in the day, and not in the night, when agricultural lads want sleep, not work.

Workshops Regulation Act inoperative.

My friend, the indefatigable Vicar of Martock, has written me a letter on the working of the "Workshops Regulation Act, 1867," which I

take the liberty of appending to my report. The Act being permissive, and effective only at the will and pleasure of the local authorities, often the very persons most disinclined to enforce its requirements, is nearly inoperative.

Hindrances to education.

Unless children remain at school long enough to reach Standard IV. of the Revised Code, which represents the smallest amount of learning a child can take away from school to be of any service to him in his future career, whatever it may be, we may build school houses, purchase costly apparatus, and multiply skilful teachers in vain. But how are we to secure regular and longer attendance? Compulsion by law solves the difficulty, theoretically; but practically there are a thousand difficulties in the way still. If the man refuses to obey the law and to send his child to school, he must be fined or imprisoned; if imprisoned his wife and family must go to the workhouse for support. What effect such an extreme measure and hard necessity would have upon the minds of ignorant peasants need not be pointed out. It is just possible, the knowledge of the existence of a compulsory law may operate upon the minds of the people, and lead them to obey it voluntarily; but if not, then in this, as in the case of many other beneficial measures, we must be content to wait patiently, until education becomes more widely diffused and the desires of the people at length find their simple expression in the enactments of the law.

Irregular attendance a wages question.

Irregular attendance and early withdrawal from school, the most serious hindrances to the progress of education, are, in rural districts, intimately bound up with the wages question. As long as parents are so poor and earn such low wages, ever so small an addition to the weekly income is irresistible. In November, when visiting the schools in the neighbourhood of Shaftesbury, I hear complaints on all sides of the fascinations of "acorn picking" and "nutting," and I find visible proofs in the children's school-work of the evil effects of irregular attendance; but when I am told that families can earn as much as 30*s.* and 2*l.* a week in this way I cannot wonder or blame those whose usual weekly earnings are from 10*s.* to 11*s.* if they do what many better educated persons do; viz., allow the "money question" to settle every other.

Yearly hiring very prejudicial to steady progress.

To another serious fact in connexion with this question of irregular attendance I wish to draw your Lordships' attention. Nothing retards the progress of a pupil so much as the shifting continually from one school to another. In the lower classes of town schools you are sure to see a half-dozen great stupid looking boys who have no business in such low places; and the explanation of their presence at the bottom of the school generally is that they have been continually changing from one school to another, seldom for a good reason, mostly for no reason at all. They are distressing and stupid illustrations of the old proverb, "a rolling stone gathers no moss." But, from causes also over which the parents have no control; from the pernicious custom of yearly hiring at "mops" or "fairs," the children of labourers in my district are continually being moved from school to school. It would seem the exception, not the rule, for a man to remain more than a year or two on the same farm. Out of the 21,091 children on the school registers only 6,248, or 29·6 per cent., had been in the schools more than two years. How this stands in the way of a child's progress it is unnecessary to point out. But it also presses very hard upon the supporters of voluntary schools, and there is no means of relief in the Revised Code. To instance one parish, that of Puddletown, where the first act of that excellent landlord, the late John Brymer, Esq., on coming into the property was to build some of

How this affects supporters of schools.

the best schoolrooms in the country. Here the farmers change their labourers in April; the school year ends in May. Before the day of inspection, therefore, many of the children who have attended regularly for nine months in the year, and who are well prepared to pass the examination, have left the parish; and for these compulsory absentees no payments are made to the managers, although they have cost just as much to teach as those who earn the grant. A serious deduction from the income of a school, and one to which my attention has often been directed by complaining managers, is produced from this shifting character of the agricultural population.

Infant schools.

Education would be much advanced by an increase in the number of infant schools. At present the separate departments, under well trained and competent infant teachers, in my district are very few; only in places of some size are they to be found. In the greater number of schools the infants do not exceed 40 in number, and are therefore, under your Lordships' present regulations, eligible for the grant, if they are taught suitably to their years, by any teacher, under the superintendence of the head teacher. Without a great increase in the expenditure I do not see how this arrangement, unsatisfactory though it be, can be altered; but it is only right to point out that where the school life, from the necessities of their position, is so short, no system can be considered perfect which leaves children for three years of their lives, *i.e.*, from three to six, in the hands, for the most part, of comparatively unskilful teachers, when to teach them profitably requires more tact, more temper, more training, more skill, than is to be found amongst the majority of certificated teachers.

Pupil-teachers. Number increased; examinations not satisfactory.

The number of pupil-teachers has increased, although the demand would still appear to be beyond the supply. To find eligible candidates for male pupil-teacherships is still difficult. The girls are less difficult to obtain, but as a rule, they are not nearly so well instructed as the boys, and their ignorance of simple things is often ludicrous. In one of my recent collective examinations I was told "*that little was known* "*of the youthful days of Oliver Cromwell, except that after receiving* "*the elements of instruction at the grammar school at Huntingdon,* "*his native place, he went to Magdalene College, Oxford, of which* "*place he afterwards became President;*" while in another paper I was assured that the "*poet Shakespeare lived in the reign of George II.,* "*and that he was generally considered one of the greatest poetical* "*writers on record.*"

Certificated teachers.

For small schools great difficulty is found in providing suitable teachers. The few teachers in my district who are provisionally certified do their work exceedingly well, and prove themselves quite competent to take charge of small rural schools. Of the other certificated teachers, as a body, I cannot speak too highly; they are, with very few exceptions, quiet, steady, well-intentioned, conscientious, and hard-working, and deserving of every encouragement and support.

Denison's Act.

In answer to a letter addressed to all the chairmen of Boards of Guardians in my district, I learnt that to some the Act was unknown, and that only in one union had it been put in force.

Conclusion.

Two years ago, when reporting to your Lordships, I ventured to express the hope that some action would speedily be taken by the Legislature in the matter of education, putting an end to all doubts and conjectures, and pointing out clearly the steps to be taken by all who wished to advance in a right direction. My hopes have been realised, and if I want proofs of the necessity for the measure of last session, of the willingness of the nation to accept a fair and equitable settlement of

the question, I have only to look at the activity displayed on all sides around me in enlarging, improving, and building schoolrooms; in seeking, appointing, and securing well trained and skilful teachers.

I have the honour to be, &c.

W. F. TREGARTHEN.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

WORKSHOPS REGULATION ACT, 1867.

DEAR SIR, Martock, Somerset, Nov. 18, 1870.

SOME time since you asked me, what effect the Workshops Regulation Act has had on the schools in this neighbourhood. I have obtained information from different parishes, and the results bear out my own convictions, that the Act has done little or nothing for education in this district. The large gloving factories are under the Factory Act, and employ young women only, and the smaller factories have no girls working in them under 13 years of age. In these last the Saturday half-holiday is not always given, but the managers plead the exigencies of the trade as an excuse for not invariably allowing it. I find that the young women never work more than 12 hours in one day, nor before 5 a.m., nor after 9 p.m., and that they have at least an hour and a half allowed them for meals. In these gloving districts, however, the *principles* of the Act are broken daily, in the employment of children at home. The glove work, after being prepared in the factories, is given out from the factories to some women who deliver it at the different houses, and it is mostly done at home. Some women may employ two or three little girls to work at home with them, but in the majority of cases the children work with their mothers in their own houses. It is no uncommon thing to see little girls of six or seven years old working all day long at home at the gloving. There is no limit as to the time they work; it depends upon the will of their mother, or the woman who employs them. Mothers are glad to send very young children to school to get them out of the way, but, as a general rule, as soon as they acquire any facility in handling a needle, they are withdrawn from school for gloving work. The gloving work is very uncertain; sometimes it is very slack, but often there is a great pressure, and women and children work for many hours at a time, and many hours at night, in finishing their work for their employers. A medical man in this neighbourhood tells me, that he constantly finds them sitting down to work directly after 12 o'clock on Sunday night, and he knows that they often work through many hours of the night when they have hurried work to finish. The wages of the men in this neighbourhood are very low, and they are glad to set the boys to work as soon as they can do anything in the fields, and the women teach the little girls to glove as early as possible, but this is often from sheer necessity, if they have large families to provide for. Of 107 children, over 6 years of age, in my school this morning, viz., 61 boys and 46 girls, only 17 boys and 7 girls are over 10 years of age, and only one of them is the child of an agricultural labourer. Of the children from 8 to 10, 21 boys and 18 girls, only 7 boys and 6 girls are the children of agricultural labourers; the parents of the rest being artizans, railway porters, policemen, gentlemen's servants, &c. I do not think any system of direct compulsion can be enforced in agricultural or gloving districts, and I am sure that local boards would set themselves strongly against it. I think, however, that everything should be done by indirect compulsion to enforce the attendance of children at school, at least from five years of age to ten, or until they have passed the 4th Standard.

I am, &c.

E. ARTHUR SALMON,
Vicar of Martock and Rural Dean.

The Rev. W. F. Tregarthen,
H.M. Inspector of Schools.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. E. T. WATTS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* ANGLESEA, CARNARVON, DENBIGH, FLINT, *and* MERIONETH.

MY LORDS, December, 1870.

IN accordance with an intention expressed in my last report, I beg to submit to your Lordships' consideration some statistics bearing on the educational condition of my district. With this object in view I shall take in their alphabetical order the counties with which I am officially connected.

Table of results of examination in the whole district.

The following table shows the principal aggregate results of the inspection, &c. of annual grant schools visited by me in the course of the year ended August 31st, 1870. The Wiltshire schools are added for the sake of comparison.

Names of Counties.	No. of children on the books.	No. present on the day of inspection.	Average attendance.	No. actually presented for examination in Standard							Total number presented for examination.	Per-centage of passes in			Total per-centage of passes.
				I.	II.	III.	IV.	V.	VI.	VII.		Reading.	Writing.	Arithmetic.	
Anglesea	2,214	1,935	1,471	319	255	195	120	76	55	8	1,028	86·4	84	70·9	80·4
Carnarvon	6,806	6,017	4,687	812	695	522	345	205	129	31	2,739	86	88·7	75·2	83·3
Denbigh	3,897	3,555	2,715	616	462	344	256	130	82	4	1,894	88·2	89·2	75·2	84·2
Flint	1,294	1,058	853	169	114	115	85	64	25	13	585	86	82·6	64·4	77·7
Merioneth	1,920	1,687	1,317	296	219	164	108	51	18	17	873	82·1	82·4	66·3	76·9
Wilts	1,250	1,083	897	177	136	123	79	50	34	—	599	91	78·8	56·6	75·4

Anglesea.

ANGLESEA.

Number of Church aided schools.

The number of National schools in this island now in receipt of annual grants is 18, including 20 departments; these departments represent every type, varying from the highest to the lowest degree of efficiency. In some few cases the failures exceeded 40 per cent., while in one department, the Holyhead girls' school, they barely exceeded 3 per cent.

Of Church unaided schools.

Besides these annual grant schools there are in Anglesea five other National schools which have received building grants, and which are therefore subject to Government inspection; these are Galrwen, Llanfihangelynhowyn, Llanrhyddlad, Llanallgo, and Pensarn; all these as well as Llanerchyneedd National school and Llanfechell endowed school were visited by me in the year 1869.

Number of children attending the latter.

The number of children present on the day of inspection in these seven schools was 407; as I visited most of them in the month of February when the weather happened to be very severe, the number of children on the books would probably exceed this by one-fourth; the number of children attending these schools would therefore be about 500.

Population probably stationary.

In 1861 the population of Anglesea was 54,609. As the harbour works at Holyhead have been almost if not entirely completed, and as the Parys copper mines in the neighbourhood of Amlwch have been for some time in a depressed state, the next census will probably show that there has been no increase in the population of this island since the year 1861.

Per-centage of population attending Church schools.

If with the population of Anglesea we compare the number of children instructed in its National schools, we shall find that they do not exceed 5 per cent. of the whole; if we take the average attendance as the only just basis of calculation, then the number of children attending National schools in Anglesea with any satisfactory degree of regularity is, includ-

ing the probable average attendance in the seven schools which are not conducted by certificated teachers, only a little in excess of 3 per cent.

Ratio of schools to parishes.

The summary of return published in 1868 gives the number of parishes in Anglesea as 52; accordingly, the number of Church aided schools in this county exceeds one-third of the number of parishes.

List of schools of especial merit.

The following schools though varying considerably in point of merit, are all worthy of commendation :—Holyhead boys' and girls', Llanddeusant, Llangefni, Llandysilio and Trefdraeth. Holyhead girls' school has well deserved all the praise I bestowed upon it in my last report; in the entrance examination of 1869, two pupil-teachers from this department gained first class scholarships, and one of them, Emma Rimmer, won the highest distinction attainable on that occasion.

Carnarvonshire.

Carnarvonshire.

Number of Church aided schools.

The number of Church schools in this county last year in receipt of annual grants was 34, including 44 departments. These departments, like those in Anglesea, are of various degrees of merit. Some of them are eminently well conducted. Several of the teachers are men of ability and earnestness, fully conscious of the importance of the work in which they are engaged. I have much pleasure in recording my very favourable opinion of the following schools :—Bangor boys' and girls'; Carnarvon boys', girls', and infants'; Conway boys,' girls', and infants'; Glanogwen; Llandegai boys' and girls'; Llandudno mixed and infants'; Llanystymdwy, and Portmadoc.

Those especially commended.

Singularly large attendance at the Conway schools, as compared with the population of the parish.

The Conway schools present another feature which is especially worthy of notice. Of all the schools with which I am acquainted there are none in which the attendance bears so great a proportion to the population of the parish. On the day of inspection there were present in the three departments 400 children. This, as compared with the census of 1861, exceeds 20 per cent. of the population of the town. Various reasons may be given in explanation of this singular fact. First and foremost, no doubt, the excellent quality of the schools themselves; the absence of aided schools in the adjoining parish of Gyffyn and for several miles up the left bank of the river Conway; and, certainly not the least, the very great interest which the late highly respected vicar of the parish and his family always took in the cause of education.

Unaided schools.

The proportion of unaided Church schools in Carnarvonshire exceeds that in Anglesea. All the following have been once (some of them twice and even thrice) visited by me since 1867 :—Aberdaron, Abereirch, Bodfean, Bodfeirig girls', Bottwnog girls', Bryncroes and Rhyw, Llanbedr and Caerhun, Clynnog, Llanengan, Llangian, Llaniestyn, Llangwnadl, Pantglas, and Waenfawr. The total number of children present at all these schools on the day of inspection was 768. As compared with the population of the county, which in 1861 was 95,694, the proportion of children attending aided and unaided Church schools in Carnarvonshire exceeds 8 per cent., if we reckon the number actually on the books of the unaided schools as one-fifth greater than the number present on the day of inspection. If, on the other hand, we measure the proportion by the severe test of average attendance, we shall find that the number of children attending Church schools in this county with a fair degree of regularity is not much in excess of 5 per cent. of the population; a considerable improvement upon the state of education in Anglesea. Still, as in Anglesea, the number of Church schools in Carnarvonshire, conducted by certificated teachers, does not much exceed one-third of the number of parishes into which the county is divided.

Number of children attending the latter.

Per-centage of population frequenting Church schools.

Ratio of such schools to number of parishes.

Denbighshire.

Denbighshire.

Church aided schools.

In this county there are in receipt of annual grants 46 National schools, including 57 departments. Of these 30, including 36 departments, are under my supervision. In other words, my district comprises all the National schools of this county, with the exception of those which are included in the census districts of Holywell and Wrexham.

Per-centage of population attending such schools.

As far as I am able to ascertain, the population of that portion of Denbighshire which is embraced by my district was 53,498 in 1861. If this estimate is correct, the number of children attending the National schools annually aided by Government and referred to in the table is 7, while the average attendance in these schools is only 5, per cent. of the population. A result slightly inferior to that arrived at in the case of the Carnarvonshire schools, while the aggregate quality of the latter is slightly inferior to that of the Denbighshire schools.

Simple inspection cases.

The only schools in this county, or rather in that portion of it to which these remarks apply, which are subject to Government inspection and which are not conducted by certificated teachers, are Bettws-yn-Rhos, Gyffylliog, and Llanarmon Glyn Ceiriog. The last mentioned, I find, has never been visited by me. The two former might, with a a little exertion on the part of the teachers to qualify themselves for examination, become annual grant schools.

Ratio of Church aided schools to parishes.

The portion of Denbighshire with which I am connected contains, I believe, 45 parishes. If this be the real number, and I cannot vouch for its correctness, for the word *parish* is introduced in the returns in a manner which is sometimes misleading, the number of Church aided schools in this county, as compared with the number of parishes, is in the ratio of 2 to 3.

Schools of very satisfactory type.

As schools of a very satisfactory type I have much pleasure in naming Abergele boys' and girls', Denbigh boys', St. George, Llanferres, Llangerniew, Llanrwst boys', Llansantffraid Glan Conway, Ruthin, and Trefnant.

Those of Abergele claim more than a passing remark, illustrating as they do in a forcible manner the readiness with which Welsh parents will generally avail themselves of the means of superior education.

Those of Abergele otherwise remarkable.

In October 1867 I visited the then existing school at Abergele, and found 103 children present. New school buildings of unusual excellence were soon after erected at the sole expense of the family of Gwrych Castle. In February last the total number of children present on the day of inspection was 427, *i.e.*, 137 in the boys', 155 in the girls', 84 in the infants', and 51 in the night school; a result which gives 12·9 per cent. of the population of the parish as actually under instruction in the National schools. Were this but an ordinary example of the appreciation in which education of a good quality is generally held, school boards might soon be spared the necessity of devising means for compulsory attendance. To this point, however, I shall return before I close my report.

Flintshire.

Flintshire.

Only a small portion of this county, that comprised in the census district of St. Asaph, is now under my supervision. In this district there are 9 National schools annually aided by Government, including

Population.

13 departments. In 1861 the population of this district was 11,922. Since then, however, the population has doubtlessly increased, and the table probably exhibits, as far as regards attendance, a too flattering picture, while as regards the results of the examination, it comes short of those counties with which I have already dealt.

As compared with the number of parishes, the aided Church schools in this census district stand in the ratio of 9 to 7. The number of children attending these schools is 10·8, or according to average attendance 7·1 per cent. of the population in 1861. Ratio of Church schools to parishes.

St. Asaph girls', Bodelwyddan, Bodfari, Dyserth, and Rhyl boys' are schools of a highly satisfactory character. Schools especially worthy of notice.

MERIONETHSHIRE. Merionethshire.

This county, which has the least population of all the counties in my district, has also the least number of Church schools conducted by certificated teachers. Its population in 1861 was 34,963. Its Church schools in receipt of annual grants were last year 17, including only the same number of departments. All these schools, and in fact the whole county, with the exception of the parishes of Towyn and Aberdovey, which form a portion of the census district of Machynlleth, are under my supervision. Population. Number of Church aided schools.

The average number of children in Church aided schools in this county is only 3·7, and the number on the registers of these schools is only 5·4, per cent. of the population; less than half of the per-centage of children attending Church aided schools in Flintshire. Independently of the small number of schools established in this county, its physical character, combined with the scattered state of its population, renders the attendance at school very irregular and intermittent. Whatever may be the practicability in other parts of the principality of a system of compulsory attendance, in the larger portion of Merionethshire its introduction will probably be attended with some difficulty. In Merionethshire, however, there appears to be less indifference to education than in many parts with which I am acquainted. In some cases, and this remark applies particularly to the National school at Llannwchllyn, farmers' children frequent schools so remote from their home that lodgings have to be provided for them in the neighbourhood of the school which they attend. Per-centage of population instructed in Church aided schools. Attendance at schools irregular for physical reasons. Less antipathy on the subject, however, than in many other counties.

The schools which have received a building grant, and which are not yet in receipt of annual grants are—Arthog, Llanenddwyn, and Llanfor. The following are also in operation:—Harlech, Llanbedr, Llanegryn, and Llanfair.

Of the schools which are conducted by certificated teachers, those which claim especial notice in consideration of their efficiency are Blaenau Festiniog, Corwen, Llannwchllyn, and Dinas Mawddwy. Judging from the progress it has made of late, I expect I shall soon have the pleasure of placing Dolgelly school in the same category. Schools worthy of comment.

It may not be uninteresting to compare the present state of primary instruction in this district with what I witnessed in 1868 in one of the southern counties of England while acting for a colleague who was laid up by illness. In the course of an inspection of some 11 departments in Wiltshire, in and about Trowbridge and Westbury, I found that in Reading, as might have been expected, the English schools were superior, while in arithmetic they were inferior, to the Welsh schools. It would seem that our Standard in arithmetic is higher than that generally adopted in Wiltshire, especially in the lower classes, in which the failures in some of the English schools were very numerous. Comparison between Welsh schools and some schools in Wiltshire.

But what particularly struck me, as compared with the system prevailing in this district, was the fact that all the mixed schools that I visited in Wiltshire were conducted by mistresses, and of the 11 departments inspected by me only two, and those exclusively boys', were conducted by masters. The reason why mistresses are generally employed in Wiltshire is partly, no doubt, a financial one; but there can be little Mistresses generally employed in the latter, in mixed schools; whereas in Wales masters are

almost universally in charge of such schools.

question that this preference is due, in no small degree, to the consideration that a good mistress is better than an inferior master. In North Wales very few mistresses are in charge of mixed schools. Parents generally, and more especially those of the small farmer class, seem to entertain an opinion that the influence and authority of a mistress would be inadequate. I hope the time is coming when this prejudice will be removed, and that mistresses will be employed far more generally than they are at present in our small mixed country schools, which, if they can secure, can seldom long retain, the services of trained masters.

Estimate given only partial, because exclusive of British schools.

Before I proceed to other points, I beg to observe that the statistics which I have advanced refer only to the National schools which are annually aided by Government, and therefore represent but partially the educational work which is being carried on in this district. Besides the 108 schools which are referred to in the table, there are, according to the Appendix annexed to last year's Blue Book, 70 other schools within the same area similarly aided by Government, in connexion with the British and Foreign Society. In estimating the work which is being done, these as well as the former should be duly considered. Into the merits of these, however, it is impossible for me to enter. One of the advantages which will accompany the introduction of the new Education Act will be, I presume, the formation of territorial districts, affording greater facility to each Inspector for measuring both the quality and quantity of the education imparted in *all* the elementary schools within his province.

Elementary Subjects.

Elementary subjects.

Of the progress made in the elementary subjects I am able to speak favourably. The difference between school and school is often great and sometimes startling. In one parish the failures may be infinitesimal; in an adjoining parish they may exceed 40 per cent. The teachers of the latter class of schools probably consider the Standard inaccessibly high, and urge the *non possumus* argument even when their successful neighbours are labouring under the very difficulties which they advance in excuse of the inferiority of their own schools. I do not deny that schools are often affected very materially by adventitious circumstances; but the real cause of the great superiority of some schools over others is to be found in the quality and personal character of the teachers, which show themselves not only in the influence which they exercise on the general tone of a school, but are unmistakeably traceable in the minor details of school management, and even in such minutiæ as the attention bestowed upon the log book.

Superiority of some schools over others sometimes very great.

Real cause thereof.

Standard should be reasonably high.

The Standard which I still use is that fixed upon by some of my colleagues and myself in 1867. It is true that I hesitated at first to adopt it in all its particulars, but my hesitation arose simply from the fact that I was anxious to complete my first tour of inspection, and so to ascertain the capabilities of the whole of my district before I bound myself to any hard and fast lines. I have never regretted, however, that I assented to the plan, and at present I have no intention whatever to abandon it. For in my opinion the Standard should be reasonably high, for this reason; the credit which falls to a good school by the manner in which it acquits itself at the examination is at present the only advantage which it enjoys over schools of an ordinary degree of merit. All schools, unless they are mulcted for some obvious deficiency, receive the same payment for average attendance and the attendance of infants. The only recognition, therefore, of the superiority of really good schools lies in the grant which is due to superior results. If the present system were altered; if average attendance grants were abolished,

Why.

Circumstances under which it might be relaxed.

(and the only valid reasons that I know of for their maintenance are epidemics and severity of weather), if payment for results were the only one recognized, perhaps it might be found necessary to relax our present requirements, and in some particulars to modify our present Standard.

In a few cases paper work of upper Standards is inferior.

In some few, though too many schools, the paper work of the upper Standards is slovenly and betrays carelessness. It is hardly reasonable to expect children to work out their sums neatly on paper, if as was the case in two or three instances, the first essay of the kind was made on the day of inspection. As writing materials are now so cheap any excuse on this score is inadmissible, and unless the warnings I have already given are productive of great improvement, I shall consider it my duty on future occasions to deal with such cases in a spirit of greater severity. I wish it, however, to be distinctly understood that in the majority of schools, the work of the upper Standards is done with neatness and accuracy, and that in many of them it is unexceptionable.

Extra Subjects.

Extra subjects.

Extra subjects are becoming gradually more popular. The one most commonly selected is geography, grammar is seldom taken up, and still more seldom history. It is somewhat surprising that grammar is not more generally selected in Welsh schools, as I believe, a skilful teacher might impart a knowledge of elementary grammar almost coincidently with that of the English language, and that with comparatively little trouble. On this point, however, teachers are probably the best judges, and some managers, whose opinion I highly value, prefer history. One consideration, even though the subject be regarded as more difficult, I would urge in favour of grammar, viz., the help which even a slight acquaintance with it would furnish to Welsh children in their further acquisition of English, and in the practical application of this advantage to their intercourse with their English neighbours.

Suggestions for the more general adoption of grammar in Welsh schools.

Sometimes undertaken prematurely.

Sometimes, and more especially last year, extra subjects have been taken up prematurely at the expense of the elementary ones. The clause which renders indispensable a certain amount of success in the latter is undoubtedly a wise one; and sometimes in accordance with the spirit of this clause I have recommended exclusive attention to the elementary subjects until a greater success shall have been achieved in them. Occasionally I have felt really sorry that the extra grant has just eluded the grasp of a laborious and earnest teacher, when perhaps only one of the conditions remained unsatisfied. A condition which appears to me to press somewhat unfairly in parishes where the population is very scattered, and where therefore the average attendance is probably much in excess of the number of children qualified for examination, is that which makes the average attendance the basis of calculation. Were the case reversed, and the calculation made with reference to the number of children qualified for examination in point of attendance, one advantage of an unmixed character would be secured; the schools which suffer from irregularity of attendance would be materially benefited, while the change would impose no disadvantage on schools which are more favourably circumstanced.

An alteration suggested in the manner in which extra subjects are administered.

Simple Inspection.

Simple inspection.

Neither pleasant to the Inspector nor to teachers of unaided schools.

Of all my work the inspection of unaided schools is the least agreeable to myself, and I fear I must add that the prospect of a visit from a Government Inspector is not always a welcome one to the managers and teachers of such schools. Not seldom have hints been conveyed to me that as the teacher is not certificated and my visit will confer no pecuniary help, I might as well spare myself the trouble of a long journey. I have persistently and on all occasions closed my ears to the charms of these

suggestions, and I am happy to say that after an explanation of the grounds on which I claim admission into these schools I have invariably met with courtesy and kindness. Sometimes I have received invitations to inspect these schools, and as often I have had the satisfaction of being told that my visit was beneficial, although it was not attended with any pecuniary advantage. Sometimes too I have discovered that my notice of inspection merely anticipated a request on the part of managers that I would visit their school.

Why.

What mainly tends to render the inspection of these schools less interesting than it otherwise would be, is the fact that the instructions accompanying the notice are seldom or ever carried out. This omission arises, I am convinced, not from any indifference to your Lordships' requirements, but from the utter impossibility, in the absence of ordinary school records, to make any trustworthy returns. Hence the examination schedule and the multifarious questions of Form IX. naturally appear formidable to an unqualified teacher.

Peculiar deficiences of these schools.

Besides the want of registers, another strong characteristic of these schools is a want of method. Before they can compete with aided schools they must be thoroughly reorganised, and however good may be the attainments of some of the teachers, I feel confident that without a certain amount of training their efforts will never be duly successful. Defective apparatus also is an evil which appears common to these schools, as well as defective ventilation, while a few of them, I am sorry to say, are actually unfurnished with offices.

It may be urged that the uncertain character of the Government inspection of these schools, uncertain, that is in point of time, explains in some degree their comparative worthlessness. It must be admitted that if regularly visited some of them, perhaps many of them, would rise to a more satisfactory level. For example, with a little exertion on the part of their teachers to qualify themselves for examination, the following might soon emerge into the class of regularly inspected schools :—Pensarn, Anglesea; Abereich, Carnarvonshire; Bettws-in-Rhos, Gyffylliog, Denbighshire; Llanbedr and Bryncoedifor, Merionethshire.

There is one school of this class in Carnarvonshire, Bodfeirig girls', which even now would earn a fair average grant. This exception, however, is a strong proof of the rule, for the mistress is trained, and for many years prior to the introduction of the Revised Code her school received an annual grant.

Pupil-teacher System.

Pupil-teacher system; still labouring under difficulties.

The office of pupil-teacher is becoming, I think, somewhat less unpopular than it was. The candidates now presented for examination are generally better prepared, and appear to be of a socially better class. But unfortunately there is no competition whatever for the post, and hence the difficulty of procuring suitable candidates and such as give promise of efficiency is still great, while that of retaining them in the service is still greater. Very few comparatively present themselves for examination at the end of the fifth year, and the attainments of those who complete their term of apprenticeship are seldom such as entitle them to a provisional certificate.

Future demand likely to exceed the supply.

These facts naturally suggest the inquiry, how to meet the demand which is likely to be created by the operation of the new Education Act. As the Act itself does not forbid the recognition of uncertificated teachers it is rather generally expected that your Lordships will extend some Government aid to schools conducted by uncertificated teachers, provided they are elementary schools within the meaning of the Act. If this expectation is well founded I trust I may be allowed to express a hope

Value of the certificate should be upheld.

that a period will be specified beyond which the certificate, as now, will be the only recognised qualification, for I most fully endorse the opinion of those who maintain that the adoption of any course which is likely to reduce the value of the certificate would be an essentially retrograde movement. But the question still remains unanswered, how meanwhile to provide an adequate force of certificated teachers?

A system of pensions likely to solve the difficulty.

In my own opinion the solution will be found in rendering the scholastic profession more attractive than it is at present. Your Lordships are acquainted with the claims recently put forward by teachers for a retiring pension; claims resting mainly on the consideration that the work in which they are engaged, if vigorously prosecuted, is too exhausting to justify the retention of office beyond a certain age; and that the salaries which they receive are insufficient to enable them to make a suitable provision for old age, the prospect of which, unrelieved by any hope of a retiring pension, is gloomy and discouraging.

Grounds on which it is recommended.

Viewing the matter simply as one of expediency, I hope that their petition, accompanied as it is with an expression of readiness on their part to make present sacrifices for the attainment of their object, will meet with your Lordships' favourable consideration. A system of pensions satisfactory to teachers might, I believe, be devised on principles which would at once render the profession more popular and entail but little additional expense on the public. One of its immediate effects would be the retention in the service of efficient teachers by the removal of the temptation, which so widely prevails at present, to seek other and more lucrative employment; while, as an essential condition of pension, a certain period of probation, combined with proofs of success, would probably cause the withdrawal of such as may be naturally unqualified for the work.

School boards.

School Boards.

The question of school boards has been recently discussed in some parts of the principality with a keenness seldom exceeded in Parliamentary elections; the result of these discussions is as yet a matter of speculation. It is probable that the National schools which are furnished with sufficient annual subscriptions will be still maintained on the voluntary principle until at least their supporters have had an opportunity of estimating the effects of school boards elsewhere.

The eventual working of school boards will, I believe, disappoint both their advocates and their opponents. If the clergy are apprehensive that their action is likely to impair their influence in the best and highest sense I think they will be agreeably disappointed; and that for the possible loss of authority they will be more than compensated by the removal of the heavy responsibility which is inseparable from the present system.

Their probable effect in parishes where two schools are worked on different principles.

In town and other parishes where more schools than one will be required it is probable that the one conducted on the voluntary principle will, *cæteris paribus*, be frequented by the children of the better class of the working people, while the rate-aided school will be filled by those children whose parents' indifference will necessitate the action of the compulsory system. In this case it is possible that the weekly payments of the children attending the voluntary school will, with the Government grant, render the school self-supporting, or so reduce the amount of necessary annual subscriptions as to enable its supporters to maintain it at little personal cost.

Wherever the voluntary system has failed or is likely to fail I hope the clergy will at once advocate the introduction of school boards, and that all denominations will co-operate heartily for the common good of their

parishes, the managers of existing schools letting the buildings to school boards at such rents as are likely to cover all repair expenses, and reserving to themselves the use of the schoolrooms for Sunday-school and other purposes which are not likely to interfere with the functions of the day school. I have in my mind several localities which ought to hail with satisfaction the prospect of a remedy to the evils which they have failed to overcome. To these localities, however, I shall not now specially refer, in consideration of the inquiries which are now being made. As closely connected with school boards, the question of compulsory attendance naturally suggests itself.

A great boon to localities destitute of education means.

Compulsory attendance.

Objections considered.

Compulsory Attendance.

I have known several opponents of compulsory attendance express an opinion that education will of itself gradually remove all obstacles to its extension in proportion as its advantages are realised; that as it has already diffused itself from the upper to the middle classes, so it will gradually work itself down from the latter to those beneath them, and that far more effectually than by any legislative compulsory process, because in the former case an awakened conviction of the desirability of the advantages of education will be attended with a readiness to make sacrifices for its attainment, whereas in the latter case these incentives will probably be wanting.

This position is not unfrequently illustrated by reference to the intemperate habits which half a century ago were so prevalent in the upper classes, but which are now so rarely witnessed among them that a once proverbial expression is now, happily, obsolete; a change which, radical as it is, has been accomplished without any effort or intervention on the part of the Legislature.

Reasons for its adoption.

I presume that no one would question the superiority of the voluntary system were its action rapid and complete; but the sad evidence of facts betrays its incompetency to meet the evils which, it is hoped, education will help materially to eradicate. There are cases—and I fear numerous cases—of invincible indifference on the part of parents of which those who hold the opinion I refer to are probably ignorant. In a parish with which I am well acquainted there lived a few families whom no amount of moral suasion could induce to send their children to school with any satisfactory degree of regularity. I have no reason to suppose that these are exceptional cases; on the contrary, I am convinced that in very many parishes there is a residuum of the population so sunk in indifference, superinduced by thriftlessness or habits of inebriety, that artificial means appear absolutely necessary to rouse them to the discharge of duty. In one case connected with the parish to which I allude I recommended the master to try the following experiment:—As poverty was the excuse alleged by the parents for keeping their children at home the master proposed an inversion of terms; that for each week the children attended school he would forego payment, but that he would rigidly exact it for every week they stayed at home. Incredible as it may appear, even these terms proved unsuccessful.

Religious knowledge.

Religious Knowledge.

It is with great pleasure that I am able to report a general and substantial improvement in this important branch of education. The suggestions I threw out in my last report have been, in the majority of cases, carried out. Religious instruction has been conveyed in a more pointed and practical manner. Questions have been framed with greater regard to the capacity of children, and bearing more especially on those points of Scripture history which are more likely to be treasured up in the

memory of the young, and to suggest striking and wholesome lessons for the conduct of daily life.

I shall resign this portion of my official work with heartfelt regret. As the fiat, however, has gone forth, it is to be hoped that in each diocese ample provision will be at once made effectually to cover this important ground so soon to be given up by the Government Inspector. Fortunately, in the two dioceses with which I am connected, diocesan inspection has been long active. Perhaps I may be pardoned if I take the liberty to suggest what I believe would generally be considered an improvement, viz., that for the sake of uniformity of action a Head Inspector should be appointed in each diocese, to exercise a general supervision over the others, and to organise and consolidate the whole system of diocesan inspection.

Provisions for religious instruction generally acceptable.

The portion of the new Education Act which bears on this subject, though unpalatable to many of the clergy in this part of the principality, is upon the whole cheerfully acquiesced in as a fair compromise, and as a just reflex of the religious and political condition of the country. The clergy as a body, and the majority of laymen, who are generous supporters of the National schools, entertain a lively sense of gratitude for the determination evinced by Government on no account to exclude from the curriculum of elementary schools instruction in the Holy Scriptures. I think I may also state that the provisions made for religious instruction are in perfect accord with the wishes and feelings of the Welsh *people*. However strongly the advocates of secular education, pure and simple, urged its claims in meetings of an exclusive character, they found small favour, I believe, in large meetings publicly assembled for the purpose of discussing the Education Bill in its progress through the House.

Religious difficulty.

The so-called religious difficulty is known to me only through the medium of newspapers. Practically I am not acquainted with it; and practically, I believe, it has no existence, at least in this district. The introduction, therefore, of the new Conscience Clause will be a thing unfelt. My own experience of several years, both as manager of a thriving school and Government Inspector, forces upon me the conviction that with *parents* generally, I was almost going to say universally, the real question is not the *name* of a school, but its *quality*. Let a school but give satisfactory proofs of its superior efficiency, and, to use a common expression, in nine cases out of ten that school will be selected by parents as the most profitable for their children to attend, quite irrespectively of distance and of the title by which it may be known.

The *quality* of a school is the paramount question with parents.

I have the honour to be, &c.

E. T. Watts.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. R. WILDE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the* WEST RIDING OF YORKSHIRE.

MY LORDS,

District. I HAVE the honour to submit to you my report for the year ending 31st August 1870.

The district assigned to me lies in the south-west corner of the West Riding of Yorkshire. It is very small in area, but most populous. It embraces the census districts of Bradford, Halifax, Huddersfield, Dewsbury, Todmorden, and Saddleworth.

In this district I have 149 separately-managed schools, receiving annual grants. These contain—

34	separate	departments	for	boys.
22	,,	,,	,,	girls.
39	,,	,,	,,	infants.
115	,,	,,		mixed.

} 216

In these schools there were present on the day of inspection—

Boys - - -	19,552	
Girls - - -	15,321	= 34,873

Connected with these there are 99 night schools, at which there were examined by the managers, and in a few instances by myself—

Males - - -	2,183	
Females - - -	681	= 2,864

I have also visited seven schools for simple inspection, and there were present—

Boys - - -	411	
Girls - - -	253	= 664

Present at inspection. so that the total number of scholars present at inspection in my district during the year has been—

In annual grant day schools - -	34,873
In simple inspection schools - -	664
In evening schools - - -	2,864
Total - - -	38,401

I have also been employed in assisting one of my colleagues in Manchester, and there were present in the day schools 1,490, and in the night school 16 scholars, so that I have personally seen or looked over the papers of—

In my own district - -	38,401
In Manchester - - -	1,506
Total - -	39,907 scholars.

Scholars examined. Of these 38,401 children in my own district present at inspection, there were individually examined in reading, writing, and arithmetic—

In boys' or mixed schools under a master -	14,396
In girls' ,, ,, ,, a mistress -	3,966
In infants', above 6 - - -	759
In night schools—males - - -	2,183
,, ,, females - - -	681
Total - - -	21,985

There were also presented without examination—

Infants under 6 - - - - -	4,347
Attending under half-time Act over Standard VI. -	65

On these 26,397 children grants were paid. The remainimg 12,000 had not attended during the year the number of days required to qualify them for grant, or were purposely kept back from examination. This is not to be wondered at when nearly 18,000 had attended school less than one year.

Increase of children at school.

In reporting on the foregoing facts, I would first draw attention to the large increase in the number of children under education in this part of the country, and I would have it borne in mind that I am speaking only of the Church schools, and of Church schools in a notoriously Dissenting district.

Four years ago, when Wakefield and Barnsley were in this district, there were present at inspection 36,303 children. This year there were in the reduced district 38,401, an increase of 2,000; whereas there should have been for the remaining six districts only about 31,400. The increase is therefore 7,000 on 31,400; far greater, I should imagine, than the increase of population could possibly account for. Such is the work of the Church alone in education in this manufacturing district.

Half-timers.

In my 149 separately-managed schools there are only 21 where there are not some half-timers. Of the 19,000 children individually examined in the day schools, nearly 9,000 are half-timers, and as all children over 6 are individually examined, and they do not go to mill till they are 8, I think I shall not be far wrong when I state that half the children of age for mill in my schools attend school under the half-time Act. On the strength of this I would call your attention to the working of the half-time Act, and point out what appears to me its chief advantage and disadvantage.

Advantage of half-time system.

The advantage of the system is the regularity with which children attend school, for they cannot be employed at the mill if they have not made during the previous week their five half days of school. This regularity of attendance is what all masters, and managers too (for I speak from experience, having for many years been myself a manager of various schools), long for and can so seldom obtain. So regular are the mill hands, that they often make as large a number of attendances during the year, coming only half a day, as many of the other scholars do attending both morning and afternoon. Where the work is regular and the hands remain at one mill, as is the case when the mill is situated away from a town, nothing is pleasanter than seeing the same faces year after year in the same school, only in a higher Standard. In these the children make real progress, and will match any, and will far surpass many a school of day scholars, as they are termed, *i.e.*, of children attending the whole day. On the other hand, when work is scarce, and the mill running but short time, the children either stay away from school altogether or seek work at some other mill, and so probably change their school, for millowners have their favourite schools, in order to save a multiplicity of mill books and accounts with the various managers. The effect of this slackness of work is, as may be readily imagined, bad results at the examination.

Disadvantage of system.

The disadvantage of the system is that the parents, knowing their children will be obliged to attend school when they begin to work, do not send them while young, on the plea that when they go to mill they will get their schooling. Should, however, the child not get on at a mill at the earliest age, which is 8, he is very likely running about the streets till he is 10 or 11, or at best has to begin his letters when he should be

reading easily. Consequently I see in the lowest classes of all my town schools children of 12 or even 13 learning their letters or spelling monosyllables. At 13 they leave school for good, being at that age allowed to work full time at the mill. These have never learnt to read with ease, and hence it is next to impossible for them to keep up the little they have mastered.

Contrast with these unfortunate children the child of a careful parent. He is sent to an infant school at 4 or 5, and by the time he is 8 he is preparing for the 3rd Standard, *i.e.*, reading with ease, writing dictation, and working sums as high as division. By the time he is 12 he has passed through the 6th Standard, and by 13 he has a slight knowledge of geography or grammar, or probably of both.

Suggested cure.

Examination before earning wages.

More infants' schools.

What, therefore, is wanted is, a check to the careless parents leaving their children in ignorance till they go to work, and an inducement to send them to school while young. The first would be given if the Factory Bill made it compulsory that every child should have passed Standard II. before he be allowed to earn wages. The inducement is to have more infant schools. I find out of my 149 separately-managed schools, I have only 38 departments exclusively for infants. I have endeavoured to induce managers to provide these in connexion with every school, and have succeeded in a few cases. Whenever they are opened they are generally found to be most successful. What is more miserable than to find a large class of children from 4 to 6 years of age sitting on high forms with their legs dangling in the air, with a boy from an upper class keeping them in order, often with cuffs and blows, generally with sly pushes and cross looks. What careful mother, if she should chance to see her child undergoing such treatment, would not take it away, and in preference allow it to run about the streets or fields? To abolish such classes of misery, such positive cruelty to animals, I have done my utmost. I have advocated an infant school, with a cheerful and bright female teacher; the little ones marching and singing, picking out the letters before even they can pronounce the names; the children clean and happy instead of with faces besmeared with dirt and tears. I believe I have been supposed to be a little demented on the subject of infant schools, but I was delighted beyond measure on finding the following passage in your Lordships' report to Her Majesty last year :—"No figures which "we could quote would demonstrate more conclusively the necessity of "making a careful organisation of infant schools the basis of an efficient "system of national education."

When I spoke of the check to the parents by not allowing the children to earn wage till they could pass Standard II., I am convinced it would not do to have such a law on the factory hands alone. There is great competition for children. In many districts there are not young hands enough, and men with large families are even imported from other counties. When this is the case it would be most unfair to burden one branch of industry with restrictions from which others are free. Before it can be made compulsory to pass an examination previous to earning wage, it must be for the whole kingdom; and not only for the child in the factory or workshop, but also for the child in the house and in the field, at straw plat or running errands, for the boy who cleans boots and shoes or helps in the garden. These all must be on the same footing, for the children will first go where there are fewest restrictions.

That we shall come to something of this sort I feel certain. No one could be more opposed to the half-time Act 30 years ago than were the millowners. They said it was impossible to work under it, whereas now they rejoice in it. So I believe it will be 30 years hence with that race, most difficult to move, the farmers. It will then be to the advantage of

the parent's pocket, that most sensitive nerve, for the young children to attend school at an early age. Until it is seen to pay we shall have no education.

While we are patiently waiting for such a prohibition, we must make the most of the above-mentioned inducement, *i.e.*, suitable departments for infants exclusively. No school is workable that has not such a department. Of course the best plan, when the population is large enough, is to have three separate departments, for boys, girls, and infants; but where there are not many children I advocate a mixed school under a master, with a proper person to teach needlework, and a department for infants. I maintain that one good-sized mixed school is better than two small schools for boys and girls.

Financial statement.

This leads me to the financial state of my schools. It differs very considerably from that in the rest of England. The total income is 33,098*l.* 15*s.* 5*d.* This is made up as follows:—

	£	*s.*	*d.*
Government grants - - -	11,929	12	9
Pence - - - - -	15,921	13	6
Subscriptions and all other sources -	5,647	9	2
	33,098	15	5

Large amount of school pence.

For the whole of England, the cost of education may be divided into three equal parts. Each third part being Government grant, pence, and subscriptions respectively. With me the Government grant is about the average, but the pence instead of being only equal to the subscriptions are three times as great, so that my schools are in a great degree self-supporting, indeed many of them are entirely so. The large wages in this district enable the fees to be threepence per week, this, together with the large number of half-timers (for two children occupy the space and the teaching power of only one, one being present in the morning, the other in the afternoon), swells the pence until they meet nearly one-half of the total expenses.

Evil of farming schools.

This fact of the schools being self-supporting has given rise to the common but very bad practice of farming the schools, by that I mean allowing the teacher to have all the income on condition of paying all the expenses. I can only recall one case where this is done with a satisfactory result, and in this case the clergyman and the master are both most excellent men, and each has the thorough confidence of the other. So that the school is in a most efficient state. When a master has all he can make, it cannot be otherwise than that he works his school simply so as to pay, and that the pay and not the good of the scholars is the first thought in all his actions.

Article 52 *c.* 1. presses on poor schools.

I cannot refrain from calling attention to Article 52 c. 1 in the Revised Code. "The grant is reduced by its excess above the amount of school "fees and subscriptions." It presses most unduly on poor schools. It is just in the poorest localities where there are fewest subscribers, and where the children can pay the least for their education that the article comes into operation. In the large good schools where the children pay threepence or fourpence a week, or where the subscriptions are large, the article in question cannot take effect. It tends to discourage good teaching, for the teacher knows if the children pass well, the larger grant thus earned will be reduced. Hence he naturally becomes careless in preparing them for the examination. I have I believe only one school where it has come into operation, and in that it appeared to me, for the reasons above given, to be most impolitic, for it certainly had the effect I have mentioned. But with the promised increased grant under the New

Code, the rule will affect many more schools. This must be my apology for drawing conclusions from an isolated case.

Paying by results.

Another point closely allied to the revenue of the schools is the present plan of paying by the results of the examination on the day of inspection. This, say the opposers of the plan, is unfair, for it places the school at the mercy of the children and of the weather, the infants being liable to be kept back by bad weather, and the elder children by work or other causes. This it may do in theory but what are the facts, are the infants kept back by weather, do the elder children fail to present themselves to the Inspector on the day of examination?

Absentees from schedule.

I think I can throw some light on the matter, for my assistant Mr. Firth has during the year most kindly kept for me an accurate record of all the children whose names were on the examination schedule, and who had from any cause not been present.

I believe teachers place on the schedule the names of all whom there is any possibility of getting up. Indeed I often find names of children who have left the neighbourhood and gone to such distant places even as America, and also constantly the names of children who have died. Only once am I aware that the teachers had on account of illness kept back any names. The names on the examination schedule, may, I think therefore be taken as representing all for whom a grant could be obtained, or all at least whom the teacher wished to present for a grant. Of those presented my assistant has kept a threefold list: 1st, half-timers; 2ndly, day scholars; 3rdly, children under six. I have often heard it stated that half-timers are difficult to get up, and the statement seems very reasonable. I have also heard it said that as many as 10 per cent. of infants are absent, and 12 per cent. of elder children.

Number absent.

Now for facts:—

Out of 8,867 half-timers 570 were absent.
„ 10,951 day „ 605 „ „
„ 4,690 infants „ 325 „ „

respectively 6·5, 5·5, 6·9, per cent., or for the whole 6·1 per cent. absent.

Infants attend inspection in spite of weather.

Of the infants who were absent, I have never once been able to trace the cause to the weather, and I have in the past year had some terrible days. On one occasion I remember being forced to climb a high hill on foot, for the snow was so deep that the horse was brought to a standstill. I expected a very thin school as I knew that there were many infants, but not a child was absent.

On another occasion when I myself had been completely drenched, the wind preventing any protection I found every infant in its place. So struck have I been with their attendance that I can almost say the worse the weather, the better the muster of infants.

Prevalent sickness.

Whenever sickness has been very prevalent and many infants have in consequence been absent, which has only happened three times, a special case has been made and the grant allowed for absentees.

Children fond of inspection.

So far from children absenting themselves from the inspection I find they flock to it. In many instances it is the gala day in the year. Wonderful stories are often told me of the anxiety of children to attend the inspection. One I remember was of a little boy who got up at three on a summer's morning that he might be ready. Of course he was sent to bed again by his disturbed parents, and two hours later when they awoke, the little fellow was found completely dressed. Often too do I hear of children crying at the thought of not being well enough to go to school when the Inspector is coming. Only last week a mistress reported that the mother of two scholars had called to know if it were true that the Inspector was coming that day, for if it were she must bring her two children, although they were ill at home with bad colds, for they would be

"*fairly sloughed*" if they were not allowed to be present at the examination. I have myself been stopped on my way by a happy faced mill girl wanting to know when I was again going to visit her school, and on my telling her not till the next year, the merry look was instantly changed into one of disappointment.

Comparison of children qualified and presented.

In comparing the number actually presented with that of the number qualified, two points must be taken into consideration.

(1.) The unavoidable absence of scholars on the examination day, which may be taken as 6 per cent.

(2.) The fluctuation of scholars, which is made greater among half-time children than among day scholars, 100 attendances being generally made up in 20 weeks. So that there are many more qualified for presentation in proportion to the average attendance, than when 200 attendances for the most part made with more or less irregularity is the qualification. Nearly eight months may have elapsed between a child becoming qualified and the inspection, time enough for removal or a hundred other disqualifications. It would therefore be most unjust to compare the numbers qualified and presented in a half-time school with the like numbers in a school where there were none of these children. Half-time schools vary also among themselves as to the fluctuation of scholars, as I have stated above (page 239).

Greater number necessarily kept back among half-timers.

Impossibility of comparing schools.

In judging of the efficiency of a school, one must be guided by the school itself and weigh well its peculiar circumstances, as these vary so very much. For this reason I should be very sorry indeed to have to publish a list of my best schools. A school may be very good under its own peculiar circumstances, and yet when compared in any definite particulars with others might be found sadly wanting. And after all it is the tone of the school which it is so important to have good. I have several schools where from the results of the examination I am obliged to give what may be considered a flourishing report, whereas all the time I am far from satisfied with the tone. On the other hand many a school with far less satisfactory results is really doing a much greater work in education.

State of education in schools.

So much for the general state of my schools. Now for that of the education itself given in them.

Reading.

First of all comes reading. This I must own is very bad, and, I fear, partly owing to my own fault in not having been strict enough. Teachers will work up to the requirements of the Inspector, and in many cases no further. I had no idea how very defective the reading was till I went last year to Manchester and found how superior it was there. I believe sufficient attention is not paid to reading, particularly in the upper standards. The books used in the 4th Standard are generally far too small, and the pieces far too short. The habit of a fresh child taking up the reading at each full stop, prevents the class becoming acquainted with the proper pauses, which alone makes reading intelligible. The poetry of the 5th, in nine cases out of ten, is execrable; and the reading of the newspaper or modern book at sight by the sixth most poor, stumbled over, and the simplest new words miscalled. I have almost come to the conclusion that the reading in the simple inspection schools is better than in the annual grant schools, but it must be remembered that this is the only subject in which these schools, as a rule, do not totally fail.

Standard IV.

Standard V.

Standard VI.

Writing.

Writing, on the whole, is pretty fair, but it would be greatly improved, I am convinced, were more attention paid in Standards I. and II. to the accurate formation and proportion of the letters, and were the III. as well as the upper standards encouraged to write more on paper. Often I find traces in Standard IV. of inability to write with freedom in a

school where Standard III. has written accurately, and with rapidity on their slates. Writing on paper is after all the only way in which it will hereafter be useful; for who ever uses a slate out of a school?

Arithmetic.

My predecessor did much to raise the standard in arithmetic. I find that so long as the children work on slates, they do pretty well, but directly they come to paper they fail. I believe this is in a great degree accounted for by not having been practised enough on paper during the year from economical reasons. A most false economy it is. The good of working sums on paper is, that it makes the child more accurate, for if a false figure is put down, it cannot be replaced by another so readily as when on a slate. Arithmetic is unsatisfactory, and will in my opinion remain so until the children can think about a sum, I mean think for themselves by what rule it has to be worked.

I intend for the future to set in each of the upper standards what I may call a fancy sum, a sum which requires thinking over, and to be done by common sense, and not by a cut-and-dried rule of the arithmetic book.

For example:—A farmer goes to market and buys a cow for 14*l.* 10*s.*, a horse for 23*l.* 15*s.*, and a score of sheep at 45*s.* each. He took with him a 100*l.* note, and divided what was over between his seven children, after giving his wife 5*l.* What was each child's share?

I give such sums to my pupil-teachers in the earlier years, and it is strange how many either do not attempt them, or fail in the attempt.

I think my teachers as a body, are working hard, though I am not satisfied with the results in all my schools. I have a few instances where everything is most satisfactory, where the reading is pleasant as well as only not rejectable, where the writing and spelling are really good, and where all three of the sums set, in the generality of cases, are correctly worked; these schools show what can be done. I wish I could transport many a teacher into another school, and show them the superiority of the work, for they will not believe me when I tell them theirs is bad, and that other schools in all respects similar to theirs can do very much better. This would be to a great degree accomplished if we had the power of bringing the small schools together to a centre for examination in the standards, the different teachers would then see each other's work, and would take a pride in producing the best, the idle and careless ones would be shamed into taking greater pains. It would be also a vast saving of time in examining small schools.

Passes in districts.

Results of examination in the three R's:—

Total children examined in day schools -		-	18,768
Passes in reading	were 17,430	or 92·8	per cent.
„ writing	„ 15,780	„ 84·8	„
„ arithmetic	„ 13,416	„ 71·4	„

In whole of England.

In Church of England schools for the whole of England, the per-centage of passes is 89·4, 87·3, 76·5, so that my district is higher in reading than the rest of England, not that it is better, but that I have been too lenient in passing children in this subject. In writing and arithmetic, my district is considerably below the mark.

Evil practice of keeping children back.

Speaking of the per-centage of passes leads me to notice a very bad practice which needs constant watching, and which was mentioned last year by my colleague Mr. Temple in his report. The practice I refer to, is that of keeping back children from presentation who were qualified by attendance. I have had very serious cases of this. In one department there were 180 kept back, and the same number only presented. Of course the children passed a better examination, for all likely to fail had been carefully sifted out. This practice would be corrected, were the managers to give the teachers a share in the grant, a most useful plan if the share be not too great, and so cause the teacher to work only for pay.

I would here repeat what I stated above, that in half-time schools many more have to be kept back than in an ordinary school, for they attend so regularly, that 100 attendances are made in 20 weeks, and often the children come to school without knowing their letters, so that those kept back in Standard I., I always expect to be more numerous; but here I think it must stop, 20 weeks is enough time to teach a child with regular attendance a higher standard.

Must be expected in Standard I. in half-time schools.

To summarise then my remarks on the three R's, I think the standard in any district may be raised and kept up by great particularity on the part of the Inspector, by a constant watch that there is no undue keeping back, by varying the style of the sums set in arithmetic so as to keep out of a groove, and by making due allowance for extraordinary circumstances, so that the pains-taking teacher may not become disheartened.

As regards the February Minute, I find the extra subject, most frequently and I think rightly chosen, is geography, generally that of England, and in a few good schools, where the children do not fluctuate, alternated by that of the world. The subject of geography may be made most interesting if the teacher will only occasionally discard the book, and take the children an imaginary voyage or journey, making them name the places through which they pass, and tell all about them. I am obliged to take this subject on paper on account of my large district, not having time to add to my work an additional viva voce subject morning and afternoon, for nearly all my schools have half-timers in them, and these have consequently to be examined in two batches. This mode of conducting the examination is not satisfactory, many a child from clumsy handling of the pen is, I believe, rejected when viva voce he would have passed. I have often been obliged to refuse the grant to a school because more than a quarter had written next to nothing, when I have been satisfied in my own mind that the subject has been satisfactorily taught, though not being able to certify that "three-fourths of them "answered well enough to satisfy me that the subject is effectively "learned in the school." Grammar is the next favourite subject, and is useful, I think, as an exercise of the intellect. I give the children a verse or two of poetry, and make them parse it, and not only point out the parts of speech. History is only occasionally taken. It is at best, I fear, only a cram. Music was once taken, and with a satisfactory result.

February Minute. Geography.

Grammar.

History.

Music.

I next come to needlework. One of the most important parts of a girl's training, and the one branch of industrial work which they do not learn at home.

Needlework.

I pay particular attention to it, and have received many black looks from teachers in consequence. Many were indignant when, on coming into my district, I refused to examine the specimens as they lay neatly folded on the table, and insisted on each girl herself showing me her own piece. This plan enables me to see at a glance if the work is creditable to the child, for a piece of needlework may be excellent when the production of a child of six, but abominable when that of one of 13. In many schools I had to find great fault, and in more than one I believe my bad report was visited by your Lordships with a reduction of the grant.

What I complain of is, that mistresses in general do not take a large enough view of the matter. If they can turn out a few shirts fairly made in the first class, they imagine they shall be greatly praised, whereas the remaining girls in the first class and the whole lower part of the school may be wholly unable to handle the needle.

Want of system in teaching this.

The advice I give to lady managers and teachers is, do not try to turn out *good work* from your school, but *good workers*. To this end I hold

Good workers wanted, not good work.

that every little girl should from the first learn to turn down her own hems, to fasten on, and to fasten off. When this is practised early enough it is astonishing to find how soon the girls fall into the way of putting together and fixing the various parts of a garment. A great drawback to the children becoming good needlewomen is the habit of trusting to work brought from home. The parent naturally sends that which the child can do best and quickest, a duster or a handkerchief, something which cannot be spoiled. Now the object of a school is to instruct the child in that which it cannot do, or to practise it in that which it cannot do well, so that the work brought from home is generally the most unfitted for its purpose. The best plan, I think, is for the managers to invest a few pounds or even shillings at first in material, for the teacher to cut it out in the presence of the children, and for them to make the various garments themselves after they have practised the necessary stitches and have become expert at them. You can thus put each girl to the work most suitable to her; you can keep the garment until the child can complete it herself; you can consequently take a child through a regular course, which is the only way to turn her out a good worker. The garments thus made will almost invariably find a ready sale; and if sold at cost price to the parents, the parents in this way receive the benefit of their children's labour, a point on which the Yorkshire matrons are very keen. The parents often object to their children working, as they call it, for the lady or the mistress, when the lady and the mistress have, perhaps at great cost and trouble to themselves, procured the work, their kindness being thus requited with dissatisfaction.

Home work often not suitable.

Managers should provide material.

Another point I have tried to impress upon teachers is to make the work on which the little ones practise as attractive as possible; let the strips they hem be of bright colours; use coloured thread if the material be white, and when the hemmed strips are sewn together let them be so arranged as to afford a contrast. Moreover, let every strip that can be used be used for something. A duster or a bag can generally be contrived out of the little one's work, and either, particularly the latter, is always an acceptable reward.

Work for beginners should be attractive.

Till I was appointed to this district I had lived in the South of England, and I was horrified at the work I found in many schools here. I think, however, that it has considerably improved.

As my schools are for half-timers it is most important that the few hours a week allotted to needlework should be employed on the work itself, and not in giving out and collecting and running about for cotton and scissors. To this end I recommend that the Standards should be separately taken by the sewing mistress, where there is only one, that she may not have too many to look after at once; that each girl in the school should be provided with a proper lap bag, containing her work and pieces and all she may require; that these be rolled up, with the number or name outside, and each Standard's set of bags kept in separate baskets, so that not a single minute be lost in commencing. It is almost impossible to get this done in a mixed school, and I have more of these than of others, for the reason that the sewing mistress is often an untrained woman, devoid of order and discipline.

Standards for needlework.

I should much like to see Standards of needlework so that each girl might have a year's definite work to be done in the year; I believe it would be a great help to the teacher. Of course the girls must be classed differently in the needlework Standards to what they are in the elementary subjects. I believe that one hour and a half three times in the week is ample to make a child a very good seamstress in a few years, provided she is working the whole of the allotted time, and this is clearly all that

can be allowed out of the 15 hours of a half-time scholar, for it is one-third of the time.

Another hindrance to good needlework in Yorkshire is the desire of both parents and children that the latter should spend all the time allotted to needlework in knitting. The parents wish for it for the sake of the stockings, the children because it needs no thought, and they can talk the whole time. I must also add that knitting is not discouraged by idle teachers, for it saves them all trouble of providing material and of supervision, for every child in this part of the county can knit exceedingly well at a very early age. This art I hold should be taught and encouraged, but not to the exclusion of needlework. I say to teachers teach each child to knit, and when it can knit well do not allow it to knit any more at school, for the school hours are very precious, and the child has plenty of time out of school in which to make its stockings. For this reason I do not allow a specimen of knitting to be substituted for one of needlework on the day of inspection, though I expect all the younger children to show me a pair of stockings as well as their needlework. **Knitting often a substitute for needlework.**

The religious instruction is that part of my work in which I naturally have taken the most lively interest. I know from my own experience of what assistance the Inspector is to the clergyman in this matter. I have accordingly been particularly careful in my examination to ask for those things the instruction in which during the year is the most important. Amongst these I rank private prayers for home use. **Religious instruction.**

By the time this report is printed, inspecting in religious knowledge will, I grieve to say, have ceased to be part of my official duty. It is needless therefore for me to enter into details, and I will content myself with saying that as the teacher is apparently of a religious frame of mind or not, so is the tone of the religious teaching, and that generally speaking, though not always, as the clergyman takes interest or not in the school so is the religious instruction given in the school good or the reverse; and that where the secular work is well done there almost invariably the religious knowledge is highest. From this I argue that religious instruction is not given to the exclusion of the secular, but that each assists the other. I however fear much that unless the bishops take the matter up very strongly and provide efficient diocesan inspection, religious instruction will deteriorate. Even with this I fear that some of my teachers will neglect it, but I sincerely trust that the majority will have the good sense to go on, as carefully and steadily and conscientiously as now, in this, which is the life blood of an elementary education.

I have visited several night schools under Article 149 in different parts of my district, but not so many this year as last, owing to increased work. I have generally found the managers conducting the examination in a satisfactory manner; though I once discovered that all the "rights" of one Standard had been carefully arranged on one side of the room and all the "lefts" on the other, sitting next each other; thus completely upsetting the instructions that "the candidates who sit side by side must have different sums or passages." **Night schools.**

Those night school examinations even when honestly and fairly conducted, as when I take them myself, are far from satisfactory. The candidates are not examined as a rule in that which they have been instructed in during the session, but are grouped together into such Standards as they are sure to pass in, and therefore generally far below their capabilities, simply for the sake of the grant. **Examination unsatisfactory.**

There are on the other hand great difficulties attending night schools and a fair examination of the scholars. The elder and more advanced lads use the school as a study, and the master simply as one to go to in a difficulty, so that excuse must be made for some schools.

It is also I fear a common practice to place a boy who has passed a high standard in the day school in a very low one at the next evening examination, in order that he may be gradually moved up year by year if he attends, and so give the schedule a fair appearance.

The habit of moving a child out of its class into a lower one for the inspection, that it may be sure to pass, is far too common in the day schools, but still it is the exception. In the night schools I fancy from the appearance of the papers that it is the rule.

Pupil-teachers.

I take great pains in examining my pupil-teachers, and I believe that many of them are sensible of my care and grateful for it. I believe, too, that they look up to the inspector as in some degree their guardian and protector. Their work as a rule is not good. I think that in some cases full justice has not been done them by their teachers. Though I have 253 pupil-teachers still not one was placed last year in the first class for admission to a training college. There is a dislike among some masters and mistresses to the trouble of instructing their pupil-teachers, and for this reason they prefer an assistant. These latter as a rule are of a low order in attainments. The pupil-teachers who are worth anything—with occasional exceptions—on completing their apprenticeship enter a training college, so that it is only the dregs who are eligible for assistant teacherships. I much wish that there were more difficulties in the way of their becoming certificated without passing through the two years' training, more especially in the case of males. Managers instead of leaving the matter to the masters and mistresses should take more pains in procuring candidates for pupil-teacherships. If necessary they should offer, especially to the boys, higher pay. The plan referred to above of the teacher having all the proceeds of the school, almost prevents the managers offering more than the usual salary and having more pupil-teachers on their staff than the Government minimum, which where there are many half-timers is not sufficient.

Assistant teachers.

Registers.

Registers are often carelessly kept, examined by the managers only once a year, and that immediately before the inspection, when, of course, they are properly made up. This carelessness on the part of managers has led, I believe, many a teacher into making false entries. It is seldom they are detected. From the cases I have had before me I cannot but fear there is not that strict sense of honour among some teachers that there should be. One master has been suspended for deliberate and systematic cheating. Whilst there are many teachers whom I could name who would not, I am certain, on any consideration whatever, be induced to add a single dot to a child's name in order to qualify it for examination, there are some who do not think they are committing a disgraceful act in so doing. If a teacher is determined to be dishonest in his registers there is nothing to prevent him, but I think every temptation should be removed from his path, for we none of us can tell with what strength it may come; and I can quite conceive the possibility of a case where even an upright man might be led to imagine that the end justified the means. I think the temptation to falsify would be lessened very much if the managers insisted that the registers should be added up every day and kept posted in the summary every week, and saw that their order was carried out.

Master suspended.

Buildings.

The school buildings are pretty fair as a whole, but some of the older ones were evidently built with an eye, not to educational purposes, but to tea drinkings and concerts. It is impossible for a dark, ill-shaped, cold room to compete with a bright, cheerful, warm, and well ventilated room. The school held in the one is certain to be superior to that in the other.

Offices; often in foul state.

I have had an immensity of trouble with the offices. These in some schools were entirely wanting, in others most indecently placed without

proper separation of the sexes, miserably constructed, perfectly dark, ill drained, and, in very many cases, in a most foul state. The astonishing part of the matter to me has been the great indifference of the managers to these matters even when pointed out to them. Had your Lordships not been very firm and often made deductions from the grant, and occasionally withheld it altogether for a time, these various defects would not have been rectified.

Warming schools.

I am often asked as to the best mode of warming a large school. I think I can advise hot water, but I am sure I can recommend that hot air should not be used, for it never answers. It is generally suffocating in one part and bitterly cold in another. I can safely say I know of no school which is well heated with hot air.

Simple inspection.

As the simple inspection schools will soon be brought under regular inspection, I need not report on them. In 1868 there were 22 such schools in my district, but now there are only five, I think, which are not receiving annual grants, or are under inspection, that the teacher may be qualified to sit for a certificate.

Portfolio.

The portfolio for official correspondence is in many cases very untidily kept, whereas nothing is simpler than laying the letters flat without their envelopes in the order of their receipt, according to Article 55B of the Code, yet many correspondents do not do it.

Accounts.

The treasurers give themselves in many cases a great deal of trouble in preparing the account book for the Inspector. They *will* keep the accounts all the year on odd pieces of paper or in wretched little red books, and then copy them out into the official cash book on the eve or early morn of my visit; whereas if they made every entry at the time under its proper head in the cash book, the accounts would be ready at all times, and only require adding up. I cannot forbear recording the carelessness with which treasurers and auditors sign their names to the stringent clause in the managers' return. I have had one, who signed his name as an auditor, ask me what a voucher was, and on my explaining, he told me that the treasurer kept no account at all, much less kept any bills, and that the items furnished were only approximations.

I much wish, and I here again speak from my experience as a manager of schools, that a copy of the Code were sent to each school as soon as published, and also that the Blue Book or at least the particular Inspector's report were sent to each school in his district. I am sure that managers and teachers would both be greatly benefited by it, and through them their schools. It is true the managers can procure them for themselves, though they do not, but I believe that in the majority of cases if they received them they would carefully read them.

I have the honour to be, &c.

R. WILDE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, J. BOWSTEAD, ESQ., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* GLOUCESTER, MONMOUTH, BRECKNOCK, *and* GLAMORGAN.

MY LORDS, January 1871.

I HAVE the honour to present a general report upon the official work done by me during the year which ended on the 31st of August 1870. It is two years since my last general report was written, and in the ordinary course of things I should have had much to say concerning the progress made in that interval and the prospect of future advancement. But these are not ordinary times; we are in the midst of an educational revolution. The old system is on the point of expiring and the new system has not yet been settled, or rather, the manner in which it is to be carried out has not yet been made known to the public. It would be idle to discuss a state of things which is just passing away, and it is impossible to present any useful practical observations upon a scheme of which the details are still unknown. I believe, therefore, that I shall best discharge my duty upon the present occasion by simply inviting attention to the facts which have presented themselves in connexion with the schools under my inspection.

A lengthened report unsuited to the present crisis.

During the year covered by this report, I visited and examined 169 institutions, embracing 233 separate day schools. Six of these schools were visited for the purpose of simple inspection only and received no help from the Parliamentary grant. The remaining 227 were schools claiming annual grants, and the amount of public money distributed among them was 14,930*l.* 11*s.* 10*d.* In addition to this the sum of 864*l.* 15*s.* 2*d.* was assigned to 60 night schools, nearly all of which were examined under Arts. 142-9 of the Revised Code, by means of papers sent down from the Education Department and worked by the candidates in the presence of local managers selected for the purpose, these papers being afterwards revised by my assistant and myself. Thus the whole sum awarded to the schools in my district in the course of the year was 15,795*l.* 7*s.*

Number of schools visited and sums awarded.

The number of children on the registers of the 233 day schools examined was 43,261; but this exceeded the number for whom accommodation was provided at the rate of eight square feet of superficial area for each child. The accommodation in fact was sufficient only for 42,182 children; whilst the average attendance was as low as 29,072. On the days of examination there were 37,749 present, and whilst in many of the schools there was a good deal of unoccupied space, there were not a few which seemed to be sadly over-crowded. Under a denominational system it is impossible for an Inspector of any one class of schools to form a decided opinion as to the adequacy or inadequacy of the supply of schools for any given portion of country; but so far as I can judge there must be great inequality in this respect. There are places where year after year I have always found the schools too full; and there are others where they have always been half empty, and this has happened so persistently that the circumstance cannot be attributed to the popularity or unpopularity of particular teachers, but must be due to a difference between one locality and another in the amount of school accommodation provided.

Number of children in the schools and accommodation provided.

It is gratifying, however, to be able to state that marked progress has been recently made in providing school accommodation for the population with which I am brought into contact. In 1868, the limits of my

Increase during the last two years.

district were almost exactly the same as they were in 1870. But in 1868 the number of schools which claimed annual grants was 184, and these were calculated to accommodate only 32,455 children; whereas in 1870 I examined 227 annual grant schools, and these afforded accommodation for 41,516 children. Thus in two years provision was made in 43 new schools for 9,061 additional children. In like manner the number of names on the school registers rose during those two years from 32,467 to 42,529, the number present on the days of examination from 28,516 to 37,149, and the average attendance from 22,351 to 28,653.

Efficiency shown to be steadily advancing.

Nor was this large increase in the number of children under instruction attended by any falling off in the efficiency of the instruction communicated. The standard of examination remaining unaltered, there can be no better test of the practical efficiency of the teaching than that which is afforded by the amount of grant awarded to each child in average attendance. Now in 1868 the average attendance was 22,351, and the grant 10,749*l.* 18*s.* 1*d.*, or rather more than 9*s.* 7*d.* per child. In 1870 the average attendance was 28,653, and the grant 14,930*l.* 11*s.* 10*d.*, or rather above 10*s.* 5*d.* per child. Thus there was a difference of 10*d.* per child in favour of the later year and the larger average attendance; but it is probable that this was not all due to increased efficiency. It was due in part, I have no doubt, to the grant for extra subjects. In 1868 that grant was of recent introduction, and but few schools had been able to avail themselves of it. In 1870 all the best schools had begun to profit by it, and though its amount was not large it must have contributed in some small degree to the increased average sum assigned to each child. I am satisfied, nevertheless, that the great increase of schools and of scholars between 1868 and 1870 had not been attended by any loss of average efficiency in regard to instruction, but, on the contrary, had been accompanied by a general advance in that respect.

Passes under the Standards of the Revised Code.

This conclusion is confirmed by a reference to the detailed results of the examinations of individual children. In 1870 the number of children attending annual grant schools, who were examined in the three R.'s according to the Standards prescribed by the Revised Code, was 18,518, and if all these had passed in each subject the number of passes would have been 55,554. But the actual number of passes was only 51,354. Consequently the number of failures was 4,200, or about 7½ per cent. of the whole. A similar calculation for 1868 shows that at that time the failures rather exceeded 8½ per cent. Thus in the course of two years, although many new and backward schools had been added to the list, the average efficiency of the elementary instruction in my district, as measured by the results of examination, had risen 1 per cent. I regard this result as quite satisfactory on the whole, but it should be borne in mind that it is only an average. There are still, I am sorry to say, some schools in the district in which the per-centage of failures is as high as 30 or 40, but on the other hand in several of the best schools which I know the most exacting examiner would find it difficult to make the failures exceed one or two per cent.

Extra subjects under the Minute of February 1867.

The summaries furnished to me by the officers of the Education Department do not enable me to give the exact results of the examinations in higher or extra subjects under Art. 54 of the Code. But about one half of the schools under my inspection now challenge these examinations, and of those which do so I should think that about nine-tenths succeed in passing the ordeal successfully. The schools are allowed to select their own extra subject; they are presumed to prepare for it carefully, and I almost always require that the answers should be in

writing. The grant made for proficiency in these extra subjects has had a most beneficial effect on the teaching of many schools, which would otherwise have confined their attention to the merest elements, and has, I hope, done something to develop the intelligence of the children that attend our primary schools.

Number of teachers employed.

In considering the number of recognised or officially qualified teachers employed in the district, it is again necessary to confine attention to the schools receiving annual grants. Those which were visited only for the purpose of simple inspection had neither certificated teachers, qualified assistants, nor pupil-teachers. But the 227 schools receiving annual aid were taught by 236 certificated teachers, 28 qualified assistants, and 486 pupil-teachers, making a total of 750 recognised teachers. This gives one teacher for every 56 children on the school registers, and one for every 38 in average attendance, without reckoning paid monitors or such adult assistants as have no official qualification. But in estimating the educating power of such a staff, it must be borne in mind that a large proportion of the pupil-teachers are in the early years of their apprenticeship, and cannot have attained any considerable efficiency either as instructors or disciplinarians. In official estimation one adult assistant is held to be equivalent on the average to two pupil-teachers, and if I apply this rule in calculating the number of efficient teachers in my district, I find that instead of 750 it is only 507. Thus the number of efficient recognised teachers becomes reduced from one for every 38 to one for every 56 scholars in average attendance.

Assistant teachers.

I have often had occasion to regret that so few qualified assistants are employed in the district, but it is not difficult to account for the fact. In fulfilling official conditions, such an assistant is equivalent to two pupil-teachers, but his cost to the manager of a school is generally greater than that of two pupil-teachers, and this consideration is decisive in most cases. As a general rule I find that where assistants are employed it is because apprentices cannot be procured at all, or can be procured only in sufficient number by offering unusual terms. One most important school has no pupil-teachers, but is worked entirely by a certificated master and a staff of qualified assistants. It is doubtless an expensive mode of conducting a school, but in the case in question it is the only practicable mode, and the results are so thoroughly satisfactory as to render the expense well worth incurring. There are other schools in which assistants of this class have always been employed, and generally in conjunction with pupil-teachers; and wherever they are ably and judiciously superintended the results are decidedly satisfactory. On the whole, what I have seen of the employment of adult qualified assistants has led me to the conclusion that it would be desirable to have at least one such assistant in every school of a certain magnitude.

Financial returns.

The financial returns for my district present but little that is worthy of remark. For the past year the cost per scholar in average attendance was 1*l.* 3*s.* 5*d.*, which is two shillings per head less than the average cost in England and Wales for the previous year. This may probably be accounted for by the fact that the schools which I have had to visit were of more than the average size. Other circumstances being the same, children can be educated more economically in large schools than in small ones; but this consideration is liable to be over-ruled by others of a less obvious character. Why, for instance, should Roman Catholic schools be so much cheaper than others? It can hardly be that in England and Wales they are larger than other schools; yet it appears from the returns of 1869 that the cost per child in average attendance was only 19*s.* 8¼*d.* in Roman Catholic schools, whilst it was 1*l.* 5*s.* 8*d.* in Church of England schools, and 1*l.* 6*s.* 3½*d.* in undenominational

schools. It is satisfactory, at all events, to find that there was no class of schools in which the cost per child exceeded, or even reached, the sum of 30*s.* per child, which has been taken as the estimated expense in the Elementary Education Act of 1870. There will thus be room for enlarging the teaching power, procuring additional appliances, and improving the fittings of the school, without overstepping the limits of expenditure laid down in that Act.

Improvements needed.

For it must be remembered that although under the old system, which is about to be superseded, the voluntary work done by individuals has been most meritorious, the results have been by no means perfect. Not only has the spread of elementary education over the country been irregular and uncertain, but in many of the places to which public aid has been extended the Government has been obliged to accept a state of things which was the best that could be attained under the circumstances, but which will hardly be held sufficient when every locality is under a statutory obligation to provide adequate school accommodation. Schools held under churches or chapels, or in rooms attached to places of worship, or in cottages adapted to the purpose by removing floors and partitions, or in premises too confined to admit of those convenient arrangements which ought to be insisted upon in connexion with every school, have heretofore been inevitable in certain exceptional cases; but they have always been regarded as provisional, and it may be hoped that they will now give place everywhere to something better. The work done in this country in connexion with primary schools has as yet been only tentative; but it will not have been done in vain if it should prove to have prepared the public mind for a more systematic and complete development of elementary education, and to have laid some safe foundations that may be permanently built upon.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, J. D. MORELL, Esq., LL.D., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the* SOUTH-EASTERN COUNTIES *of* ENGLAND.

MY LORDS, Beckenham, 1st February 1871.

IN presenting to you my bi-annual report respecting school matters in the district assigned to me, it is impossible not to be influenced more or less in the remarks I have to make by the present position of the education question in this country. Points which we have been discussing, both in and out of our reports, for years past have now suddenly been set at rest, and need no further light to be thrown upon them from the results of official experience. The voluntary question, for example, is now practically solved. The country, I mean, has clearly pronounced its verdict upon the *inadequacy* of voluntary efforts even to initiate, much less to carry on and give full effect to a sufficiency of good schools for the proper education of the working classes. Any further elucidation of this question is therefore useless. For if the voluntary principle has the power in its hands to perform the proper work of education in our towns and villages, it has still the chance of doing so; if it has not the requisite power or elasticity the work will assuredly be performed in another way.

Voluntary question settled.

Religious question settled.

The religious question, again, is set at rest, or very nearly so, by the fact that there is perfect liberty to maintain denominational schools of every description, so long as they are properly conducted and supported by the local promoters, and carried on under an efficient conscience clause. The rating question is likewise settled, at least for the present, by giving free scope to, nay even by enforcing rate-paid schools wherever any deficiency of popular education may be manifest. The management question, too, is settled by dividing the duties between local promoters and the school boards, and the compulsory question also, by giving a definite power to the latter, whenever they may see fit to exercise it. Neither is it necessary any longer to discuss the relative merits of local contributions, school-pence, and Government grants as the sources of income in primary schools. All these points, which have been so fruitful of controversy or speculation, and to the elucidation of which a considerable portion of our former reports were frequently directed, can now safely be left to work themselves out in accordance with the general measure to which the country looks for completing the education of the people. It is no little comfort, at least for a school Inspector, to breathe quietly, and know with some approximate certainty what he has to look forward to in the future.

Other questions settled.

But it would not only be a waste of time and labour to write another line upon the topics above enumerated; it would be almost equally waste time to discuss the present condition of the schools throughout the country in regard to reading, writing, and arithmetic, and the progress now making in what are technically called "higher subjects." These points have been taken up more or less in the reports of nearly every Inspector for the last five or six years (ever since the introduction, in fact, of the Revised Code), and a mass of varied information has been accumulated which may, indeed, require to be classified and tabulated, but which certainly does not require to be enlarged. I do not know that there is any material difference in what I should have to say on the ordinary features of school instruction, as the result of the last two years' experience, from what I said in my last report two

Transition period.

years ago. Every one feels that the present period as regards school operations in England is a *transitional period*, and that we cannot yet fully foresee how those operations will tend to shape themselves under the novel set of influences which must now be brought to bear upon them. The great thing, I suppose, which those of us who are practically engaged in school matters have to do is, to gather up the experiences of the past as succinctly as we can, and apply them to the new state of things which is dawning upon us, taking into account the greatly enlarged sphere of school work with which we shall be sure to be brought into contact.

Reports hitherto partial ones.

There is one point which has always appeared to me very striking in reading over the reports of my colleagues in past years, namely, that the accounts there given of the progress of education in the different parts of the country have been *altogether partial*. Nor could this result be possibly obviated under the system adopted. Every Inspector has hitherto had his own peculiar constituency. The Inspectors of Church schools, in taking stock of the educational features of any given town they had to visit, could give a very accurate description of what was doing in the National schools there situated, but they could have no true idea as to what were the characteristics of education in the British, Wesleyan, Catholic, or other denominational institutions. The lay Inspectors, in their turn, were equally in the dark as to education afforded by the Church of England within their own districts. No one individual, accordingly, could take in the *whole facts of the case*, or give a report upon the quality or amount of education in any given locality which could be other than partial and imperfect.

Reports can now be more complete.

Under the new regulations, where each Inspector will visit all schools in his own district, we shall, I hope, have these partial and divided reports integrated. Every such report ought henceforth to be a complete reflection of the educational excellencies or defects—abundance or want, observable in each separate district. The interest which each Inspector takes in the district assigned to him will thus be naturally *augmented;* his efforts will be directed towards its general educational improvement, and his information, whenever required, ought to be pretty nearly *exhaustive*, as far as his own geographical range extends.

Advantages of curtailment of districts.

These results will be all the more likely to follow from the great curtailment of districts which the new arrangements will involve. Should one county, for example, or a particular division of one county, be assigned to me under the new division, and all the schools within that area, of whatever kind, be placed under my own inspection, I feel it will be my own fault if I do not become a complete authority with regard to everything that is doing in school matters within that particular limit. Nay, more, as large powers are retained by the central educational authority, which can be administered through its own agents, every Inspector will certainly have the power more or less of eliminating all educational deficiencies out of his own district, and each will be inclined, it is hoped, to vie with the others in bringing the educational condition of his own district to the greatest practical degree of real efficiency.

Organization of inspectorial work.

In following mentally the course which education is likely to take, we cannot very well fail to anticipate a large, nay, an indefinite expansion of school operations before the entire population is drawn within its influence. Judging of the amount of inspecting work involved in all this by that which we have performed under the present Code, there can hardly be a doubt but that our duties will be largely augmented. One thing, however, we may point to as tending to meet the additional requirements upon our time, and that is, the power which organisation and experience have to diminish labour and augment results. When

the new Code first came in, the labour of the individual examination appeared indefinitely formidable, and many of my colleagues will probably agree with me that for some time they found the work by no means light. But a specific work which is performed every day gets lighter as we go on. The mind becomes perfectly familiar with the details, and works them out day by day with comparatively little effort; abbreviated methods suggest themselves by which the ends sought can be fully secured in less time and with less mechanical labour; the very scholars themselves, and of course the teachers also, fall in gradually with the plans adopted, and have everything so fully prepared beforehand, that no time is lost or trouble necessitated in mere manipulation. And so, I imagine, things will shape themselves under the new circumstances to which we look forward. First of all, the geographical range of the districts being diminished, a large saving will be made in the time hitherto devoted to *travelling*. On this point I, at least, can speak feelingly, as one who for some years had to live in a portmanteau, with a despatch box for a study, and to travel something like 10,000 miles annually in pursuit of schools to be inspected. And although this alarming state of things has of course long ceased, yet few of the lay Inspectors have had up to this day to range over less than five or six counties in the course of the year.

Modes of saving time and labour.

Concentration of work.

When the new districts are appointed, the schools to be visited by each Inspector will be brought indefinitely closer together. Most towns, it is supposed, will contain two, three, or more inspected schools of various kinds; and these, from their proximity, will offer so much greater facilities for visitation than they did before, that the number of inspecting cases every Inspector can accomplish in any given month will be considerably increased. Add to this the possible increase of Inspectors' assistants (who could be distributed through the different schools of any given locality in the same day, and relieve the Inspector himself from the more time-consuming part of his daily work), and we must leave it to experience alone to determine the limits to which our annual inspections may extend. A vast deal more work will certainly, by means of such an organisation, be accomplished by the same staff.

Alterations recommended.

But not only may time and labour be saved greatly by the methods already pointed out; there are also, as it seems to me, a few simple alterations in the present routine of inspection which would greatly relieve it without at all detracting from its efficiency. One of the most important of these alterations is that of abandoning the principle of *individual* examination for Standard I. Of all the standards this is the one which absorbs the most time, and when done gives the least satisfactory results. The children composing it are so young, many of them so shy, and many more so *stupid* when placed in unaccustomed circumstances, that there is often a great doubt whether we can really extract from them, on the spur of the moment, the knowledge they actually do possess. Added to this the amount of reading they get through in the course of the year is so small, and their memory for words at that early age is so tenacious, that I more than suspect a great deal of the reading in Standard I. to be no reading at all, but simply *repetition*. No doubt the same thing applies in a degree to the next two standards, but not at all to the same extent. Now in lieu of this individual examination of Standard I. I should propose that the whole of the children under six years of age who are now eligible for the grant by reason of attendance *only* should be placed on a gallery, or otherwise conveniently grouped together with the whole of Standard I., a proper division being made between them, as though they were two

Standard I.

ordinary classes. Thus placed they should be examined *simultaneously* as to the perfection of their drill, and capacity of school singing; they should be furnished with slates, and all be instructed to write small and capital letters; they should be questioned by a show of hands on number, and the spelling of simple monosyllables; and, finally, a certain number of them should be chosen hap-hazard to read from a large printed card furnished by the Inspector, and which they had never seen before. This would give a far better idea than we can *now* get by individual examination as to the efficiency of the whole lower portion of the school; and then, according to the result, we might either allow the full grant for all or deduct one or more tenths for any specific deficiency. The drudgery, tediousness, and unsatisfactory nature of the present examination of Standard I. would thus give place to a lively and interesting *gallery exercise*, followed, I think, by a far more satisfactory conclusion. For if, indeed, a capitation were not paid, on this system, for individual attainment the school would be paid (as far as the lower portion of it is concerned) more strictly by actual results than it is at present.

Reading. And now that I have just broached the subject of reading I may remark that in looking over the reports of the different Inspectors for the last two or three years there is nothing which they more unanimously concur in than the imperfect character of the reading generally found in our ordinary schools. The question therefore comes for us to consider, why is this the case? Does it depend on the intrinsic difficulty of the art of reading itself, or does it depend on our mode of inspection and the habit engendered by it of keeping all the year to one reading book and one set of lessons; or are there other causes at work which we do not yet fully understand? I am inclined to think that the main difficulty of reading English arises from the intrinsic *irregularity* of the English language in regard to its pronunciation of the letters. A child is taught the powers of the letters *first of all*, and as soon as it is set to read words naturally expects to find this teaching verified. In place of this it is wholly set at nought before he gets through the very first page of his reading book. Henceforth a confusion of ideas begins to set in respecting the powers of the letters, which is very slowly and painfully cleared up by chance, habit, or experience. His capacity to know words when he sees them in print is gained by an immense series of tentative efforts, until by sheer dint of *memory* he can tell them as soon as they turn up in his book. Now if for this lengthy and unsatisfactory process there could be substituted some other in which the child feels himself all along on sure ground, and goes forward with the confidence that what he has learned of the powers of the letters will not betray him hereafter, the work of learning to read would certainly be much simpler and shorter. The irregularities of our language mainly arise out of the different elements from which that language has been derived; and if an elementary reading book composed of words of one or two syllables were constructed all out of one primitive element, where the sounds of the letters are perfectly regular, there is no reason why the child should not go through it without stumbling on a single irregularity of any importance. If this book stood for Standard I., or perhaps I. and II., the stage of progress thus easily reached would represent a power of reading *any easy English* unincumbered with irregularities. The succeeding stages would then introduce in order certain types of irregularities, which would be easily learned as they came, from there being no confusion in the child's mind, and from the fact of every succeeding step being taken according to some intelligible principle. I should not despair in this way of practically diminishing the time

spent over reading by nearly one third, and securing better results in Standard IV. than we now ordinarily do in Standards V. and VI. The question is of course too large and complicated to be fully treated here; I merely indicate it as one of the means in our hands of economising time and rendering our primary education more satisfactory.

Arithmetic. A still greater saving of time and labour would be realised if we could look forward within a few years to the adoption in this country of the decimal system, both in regard to money and to weights and measures. The invaluable time in the early life of our juvenile population that is sacrificed to our absurd adherence to the present system is something mournful to contemplate. Nearly a year of school life I believe might be saved in the case of every child who remains under tuition from his sixth to his twelfth year; and might thus be devoted to other valuable studies, instead of being wasted upon a mass of perfectly unnecessary arithmetical rules and operations.

Supply of teachers. In looking forward, as we now must, to the universal multiplication of schools, it is obvious that this will imply a similar multiplication of teachers. The question of securing teachers, and teachers of the right stamp, becomes therefore a very important one. A few ideas have struck me which I think deserve consideration in reference to the teachers of the future, and which I will throw together as briefly as

Pupil-teachers. possible. We must begin by looking at the status of the *pupil-teacher*, for this is the source from which our future masters and mistresses must be chiefly supplied. The original mode of placing them in the schools was to execute an indenture binding them to the committee for five years, and rendering any breach of such indenture illegal. This plan of procedure was found to be in many respects inconvenient, inasmuch as it often kept boys and girls who proved themselves wholly unsuited to the work bound down for five whole years to a situation in which they were of comparatively little use, and at the same time prevented them from seeking another post for which they were better adapted. A new arrangement was therefore made, by which either party was empowered to cancel the indenture by giving a six months' notice. This power of cancelling the indenture on the side of the pupil-teacher has been found by experience to operate very unfavourably; many of them take up the work simply as a matter of temporary convenience, and many others become listless and indifferent from the knowledge that they can leave their schools whenever they please by giving the proper notice. A combination of the two plans might, I think, be adopted which would obviate the difficulties and objections of both. A pupil-teacher, for example, might be apprenticed first of all for two years. At the end of this time it would become quite evident how far he was likely to prove eventually efficient and useful in his profession. If he showed himself willing, earnest, and apt to teach he could be re-apprenticed for the other three years; if not, his indentures having been completed, need not be removed at all. In this way the best material would be secured as the teachers of the future, and the less desirable material would pass away in good time to other occupations.

Conditions of certificate. With regard to the due supply of teachers, it is not improbable that for a few years the demand will be so great, that there will be a strong temptation held out to relax the conditions for holding a certificate. No doubt there are cases in which such a relaxation might very properly be made. Middle-aged schoolmasters and schoolmistresses, for example, who have proved their value by long service, might be allowed to hold honorary certificates. Infant school teachers again, who show that particular kind of *tact*, which such schools require, might have a certificate of their own, testifying more largely than at present to their

teaching power, and less largely to their intellectual acquirements. And as again the school boards will have to form numerous schools in all our large towns adapted specifically for the *lowest classes*, it might be desirable to empower many earnest and useful teachers to undertake such schools, to whom an examination pitched according to the present standard, would prove an unsurmountable difficulty. But allowing for such exceptional cases, there can be little doubt that any *general* and *permanent* relaxation of the present conditions could only be followed by a general deterioration of the intellectual character and status of the teacher. For myself, I should certainly regret to see the requirements of the public teacher *essentially lowered;* for though he might continue to teach reading, writing, and arithmetic, as well as ever, the want of contact with a mind of some degree of liberal culture would certainly evince itself in the general deterioration of the influence, which the whole tone of a school exerts imperceptibly upon the children.

Retiring fund.

Amongst the motives brought to bear upon the office of the teacher, I might also mention the great desirableness of organising a retiring fund. This is a matter which has been a good deal discussed, but on which no conclusion has been come to. Whatever tends to attract men of steady purpose into the work, and to keep them there must in the long run exert a beneficial influence upon the country; and this is just one of those points which would in many cases turn the scale, when teachers of the highest efficiency are tempted by the prospect of a less uncertain future to enter upon other spheres of labour, and relinquish that in which they have been so eminently successful.

Large and small schools.

There is one other point I would allude to before closing the present remarks, a point too of some practical importance in relation to the future, and that is the relative merit of large and small schools. As this question will have to be extensively mooted by the school boards, a few words dictated by past experience may be useful in throwing some degree of light upon it. Small schools of a somewhat advanced character under an intelligent well-educated teacher are worthy of all encouragement, but small schools of a purely primary nature are not *usually* by any means so efficient as large ones. It is evident on a moment's consideration, that in a school, say of 100 children, divided into four or five classes, each class must contain very considerable gradations of progress and attainment. In the process of teaching, a great deal of time is thus inevitably lost. When the teacher adapts himself to the more advanced scholars, the less advanced are doing nothing, and *vice versâ*. In a school of 300 or 400 on the contrary, it is quite possible to arrange the classes in such a way that the scholars in each class shall be very nearly on an equality. In this way time is saved, emulation is encouraged, and all march forward together with much more regularity and success. In thickly populated neighbourhoods, therefore, large schools are to be recommended on every account. They are not only more vigorous and efficient, but also far more *economical*.

Grades of schools.

There is one point, however, which will have to be considered as a modifying circumstance, and that is the difference of social station from which children in such schools are taken. Where the compulsory clauses are applied it is to be supposed that a large number of scholars coming from the lowest classes of society will be brought in. The better kind of work-people will certainly object to their children associating with these, and not without reason. I have known a school in the manufacturing districts only half filled so long as one penny per week was charged as a school-fee, but which became full to overflowing

as soon as the fee was raised to threepence or four pence. The well-paid mechanics in the district appreciated the *selectness* of the *latter*, and objected to the associations which the *former* scale of payment superinduced. I fancy therefore that the question of graduated schools, will become a very important one. Numerous schools or departments of the *most elementary kind* will have to be set going in the midst of all large populations, in which nothing need be inculcated but cleanliness, obedience, and regularity, together with reading, writing, and arithmetic. But above these we shall require a considerable gradation of better schools in which much more is taught than the three elementary branches, much more indeed than is now ordinarily taught in the very best primary schools of the present.

Without enlarging upon these topics any further, I shall conclude with the following brief statistics as to the work of my district during the year ending August 31st, 1870. The number of schools inspected is 211, viz., 55 boys' schools, 26 girls' schools, 85 mixed schools, 20 infant schools, 20 night schools, and five other cases of simple inspection. In these schools there were present, 15,000 boys, and 9,603 girls. They are conducted by 187 certificated teachers, 272 pupil-teachers, and 15 assistant teachers. The amount spent upon these schools during the year has been 27,798*l.* 16*s.* 5*d.*, of which 10,395*l.* 13*s.* 9*d.* was contributed by Government grants. The average expenditure per scholar in the inspected day schools is 1*l.* 7*s.* 8¾*d.*

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, HORACE WADDINGTON, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* CORNWALL, DEVON, DORSET, SOMERSET, WILTS, *and part of* GLOUCESTER.

MY LORDS, Clifton, January 1871.

THE operation of the Elementary Education Act of last session will necessitate so much alteration of arrangements that the present report, for the year ending August 31st, 1870, will probably be my last on the district, as a whole, which (with some slight alteration of boundary) I have now visited for seven years past, and which comprises mainly the five south-western counties. District will shortly be altered.

Although a very lengthy report on the state of the district under the now moribund system might not be of much service, I propose to subjoin tables analogous to those given in previous years, by reference to which those who desire it may easily compare the state of non-denominational education in these counties in 1870 with that in 1864, 1866, and 1868.

I. SIMPLE INSPECTION.

Simple inspection

Six schools were visited in the year for simple inspection only, viz. :

Instow Wesleyan School	-	Devon.
Eggesford British	-	Devon.
Exeter, Paris Street	-	Devon.
Woodboro' British	-	Somerset.
Downton, girls', British	-	Wilts.
Sutton Veny British	-	Wilts.

The last-named school was in a most creditable state *for a simple inspection school*, but the mere addition of the words in italics indicates the general superiority of schools under certificated teachers.

II. ANNUAL GRANT SCHOOLS.

The number of annual grant schools (*separate institutions*) on my list for the year ending as above was 139, containing 196 departments, as against 123 with 177 departments in 1868 ; the apparent increase was thus 16 schools in the two years.* But of these schools, on giving my usual notice of visit, I found that one was removed to Church inspection, one was closed, two were removed to the simple inspection list ; the month for annual grant inspection had not come round in five other cases ; and one school (at Salisbury) was not visited until September 1870, the visit being deferred owing to epidemic illness in the place. Number of annual grant schools.

This reduces the number actually visited to 129, with 184 departments, in 128 of which † the total average attendance amounted to 17,735, or, not including evening schools, 17,340, as compared with 15,114 in 1868 and 13,887 in 1866. A complete list of the schools under my inspection with a view to annual grants on September 1st, 1870, is given in an Appendix, which also shows the county, number of departments, date-month, average, numbers kept back, examined, and passed, and per-centage of passes in each.† Average attendance. For complete list *see* Appendix.

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* Since 31st August 1870, 15 additional schools have applied for grants, and are now on my annual grant list.

† In one of the 129 schools the average attendance was not stated.

TABLE I.

(*Summary of Appendix.*)

County.	Number of Schools.	Number of Departments.	Average Attendance.	Number purposely kept back.	Number examined.	Passes in			Per-centage.	Number of Scholars examined in extra Subject.
						Reading.	Writing.	Arithmetic.		
Cornwall -	30	43	4,119	180	2,787	2,586	2,328	1,785	80	88
Devon -	32	53	4,469	204	3,422	3,201	3,045	2,578	84	257
Dorset -	16	20	1,717	60	1,188	1,142	1,073	966	84	113
Gloucester -	3	6	558	38	349	319	312	244	85	44
Somerset -	28	38	3,036	208	1,962	1,780	1,718	1,476	82	234
Wilts - -	26	32	2,276	87	1,615	1,467	1,376	1,101	80	137

These particulars may, I trust, be useful to those of my colleagues who under the new Act will inspect a large proportion of the schools referred to.

Statistics of attendance.

TABLE II.

Number of Children present at Examination.				Number of Children in average Attendance.			
Day Schools.		Night Schools.		Day Schools.		Night Schools.	
Boys.	Girls.	Males.	Females.	Boys.	Girls.	Males.	Females.
12,362	7,848	—	—	10,864	6,363	343	62

Age of children.

TABLE III.

—	Children on School Registers, aged												
	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Total.
Number	1,575	1,771	2,345	2,681	2,827	2,899	2,882	2,630	2,106	1,567	889	514	24,686
Per-centage -	6·38	7·17	9·49	10·86	11·45	11·74	11·67	10·65	8·53	6·34	3·60	2·08	100

Duration of stay at school.

TABLE IV.

—	Children on School Registers who have been in the School.					
	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and Over.
1870.						
Number in this district -	10,159	5,724	3,538	2,265	1,342	1,596
Per-centage in this district	41·25	23·24	14·36	9·19	5·44	6·48
1869.						
Per-centage in all England and Wales.	41·75	23·36	14·68	9·08	5·44	5·69

[Tables 2, 3, 4 refer to only 126 schools, the three others not having received annual grants as yet, though visited with a view to the teacher obtaining a certificate.]

On a comparison, the following results appear :—

Results of comparison with 1866.

(1.) The number of children *on the books* has increased from 19,541 in 1866 to 24,686 in 1870, or more than 20 per cent. in four years, yet the *average* attendance is but 70 per cent. as against 69 per. cent., an increase of only 1 per cent.

(2.) The proportion of scholars who have been in school less than two years has increased by 2 per cent., and is now as high as 64½ per cent., while 41 per cent. have been in school less even than one year.

Compulsion greatly needed.

Both these results point strongly to the necessity of some form of compulsory attendance, and I earnestly trust that wherever school boards exist they will enact the byelaw on this point which the recent Act enables them to do. It is a marvel that in the face of so brief and so fluctuating an attendance teachers should have been able to accomplish even what they have.

Admission of mere babies should be discouraged.

(3.) The per-centage of children on the books under four years of age has been reduced from 8·58 in 1866 to 6·38 in 1870, a result to be attributed to your Lordships' valuable instructions of April 21st, 1866, aided by which I have strongly discouraged the admission of mere *babies*, who are sent merely to be taken care of, and who are as yet unfit for any school whatever.

Income and expenditure.

The general income and expenditure for 123 annual grant schools is shown by Table V.; the returns from the remaining few schools were insufficient.

TABLE V.

Aggregate Annual Income, as stated by the Managers.

From Endowment.	From Voluntary Contributions.	From School Pence.	From Capitation Grants.	From Other Sources.	Total.	Aggregate Income per Scholar in average Attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
445 13 3	5,304 18 2	7,502 0 5	7,337 2 2	479 13 8	21,069 7 8	1 4 3

Aggregate Annual Expenditure, as stated by the Managers.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Aggregate Expenditure per Scholar in Average Attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
17,033 5 9	976 11 10	3,250 4 10	21,260 2 5	1 4 5½

On comparison it will be found that the aggregate income per scholar was 1*l.* 4*s.* 3*d.* as compared with 1*l.* 5*s.* in 1868, and 1*l.* 5*s.* 3¾*d.* in 1866, while the corresponding expenditure was 1*l.* 4*s.* 5½*d.* per head as against 1*l.* 5*s.* 1¼*d.* and 1*l.* 6*s.* 4½*d.* in the same year. There is thus a reduction of income to the extent of 1*s.* 0¾*d.* per head in the four years, but there is a far greater proportionate decrease in expenditure, viz. 1*s.* 10¾*d.*; and the latter is now only 2½*d.* in excess of income. The slight falling off in income is, partly, in the Government grant, which was 8*s.* 5¼*d.* per head against 9*s.* 0½*d.* in 1866; but this may be in a great degree attributable to schools being included among the annual grant cases in

which *no* grants had *as yet* been made; partly, also, the proportion of voluntary contributions is considerably less, as might be expected with the recent Act impending. The proportions per cent. of the aggregate income are derived as follows:—

Proportion from each source.

From capitation grants - -	34·82
„ voluntary contributions, &c.	29·57
„ school-pence - -	35·60

Accommodation greatly in excess of average attendance.

I find that accommodation is provided, at 8 square feet of superficial area per child, for 29,972 children in 126 separate annual grant schools, i.e. *for nearly 60 per cent. more scholars than were in average attendance* at these same schools, a fact which again shows that compulsory attendance in some form is even more a necessity than the increased school accommodation, to provide which ratepayers must endure a heavier burden.

Books and apparatus;

In the expenditure the cost of books and apparatus only amounts to 1*s.* 1½*d.* per child; this doubtless arises from the wide-spread practice of making scholars purchase their own books and slates, a practice which in its working requires extreme care, for I often find that in those schools a considerable part of the scholars is bookless, while others have books too worn to be fit for use, and slates of which but a fragment remains. In such cases too it is a matter of grave difficulty to change any series of reading books in use for another, as, the scholars buying their own books at various times, a portion of them has always "*just* bought new copies" of *the* book in use. The argument in favour of this system, that the books are needed at home for home lessons, is easily met by arranging that every scholar should buy a cheap home lesson book, while slates and general text books should certainly, in my opinion, be provided by the managers.

should *not* be provided by the scholars.

Registers, how kept.

The daily registers are for the most part kept with care and attention, but those of admission and progress are rarely complete, so as to show anything of the scholars' annual progress. There is some difficulty in getting the registers invariably marked at the right time, and in many instances the checking by managers of the returns drawn from them is but perfunctorily gone through. It is a not uncommon mistake to suppose that out of the nine columns in the examination schedule of which the accuracy should be attested by managers' signatures, only the fifth and sixth (showing the number of attendances and the parents' occupation) are of any importance, or need really be checked. Where returns depend on such a variety of circumstances and of persons, inaccuracy is most apt to creep in, unwittingly on every one's part; and if it were possible to make the public grants less entirely dependent, in the first instance, on the registers, it would, as I cannot but think, be very much for the public advantage, and at the same time a great boon to managers and teachers alike.

How checked.

Too much depends on their accuracy.

Teaching staff.

TABLE VI.

(*Staff of Teachers.*)

Year.	Certificated Teachers.	Assistants.	Pupil-Teachers.
1864 - - -	126	5	227
1866 - - -	141	11	179
1868 - - -	152	11	195
1870 - - -	163	14	241

The above table shows the teaching staff employed. The number of certificated teachers has, of course, gradually increased with the number of schools receiving annual grants. The number of pupil-teachers has steadily increased since 1866, although the *proportion* of pupil-teachers to scholars is still low as compared with 1864. Sixteen collective examinations of pupil-teachers were held by me in the year, and in addition six candidates were separately examined at Dorchester, Paulton, and Gunnislake; the number of pupil-teachers and candidates *present* at examination was 273.

Certificated teachers.

TABLE VII.

Collective examinations of pupil-teachers.

Place where examined.	Number of Pupil-teachers present.		Number of Candidates present.		Total present.
	Males.	Females.	Males.	Females.	
Plymouth - -	20	24	9	10	63
Taunton - -	5	7	4	1	17
Barnstaple - -	6	5	1	2	14
Dorchester - -	—	—	1	1	2
Bedminster - -	9	2	2	1	14
Bristol - -	7	2	2	—	11
Torquay - -	1	2	1	1	5
Paulton - -	—	—	1	—	1
Westbury - -	5	2	2	2	11
Bath - - -	8	4	4	5	21
Clifton - -	1	—	1	—	2
Sherborne - -	5	1	1	—	7
Dorchester - -	9	7	3	2	21
Tiverton - -	6	10	2	3	21
Camborne - -	5	6	1	2	14
Penzance - -	9	1	7	—	17
Truro - -	4	5	4	3	16
Falmouth - -	6	2	2	3	13
Gunnislake - -	—	—	3	—	3
Total - -	106	80	51	36	273

Attainments.

Per-centage of passes: compared with previous years.

The attainments of the scholars in the three elementary subjects are very fair, and the per-centage of passes is considerably higher than it was in 1868. In comparison with my last two reports, the results stand thus:—

TABLE VIII.

—		Presented for Examination and fulfilling Articles 40–47.	Per-centage of Passes on Examination in			
			Reading.	Writing.	Arithmetic.	Total.
South-western districts in 1870	Day schools -	11,213	92·55	86·80	71·96	83·77
	Evening schools	376	94·68	87·76	80·05	87·49
Ditto in 1868	Day schools -	9,298	85·54	85·99	67·86	79·79
	Evening schools	330	94·21	87·57	73·91	86·06
Ditto in 1866	Day schools -	8,740	89·67	89·43	73·44	84·18
	Evening schools	304	87·17	75·65	59·21	74·01

It will be found that the general per-centage for year now reported on, including evening schools, is within a small fraction of 84, or in day schools only 83·77.

Compared in mixed and unmixed schools.

But again, with a view to comparing the attainments in mixed schools with those in unmixed, I have drawn out the following table, which is taken, omitting infant schools and separate infant departments, from 144 departments.

TABLE IX.

South-western British District, 1870.	Total passes in			Per-centage in			General Per-centage.
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
In 91 mixed schools -	5,234	4,885	3,854	91·5	84·5	67·4	81·1
In 28 boys' schools -	3,099	2,953	2,561	92·8	88·4	76·7	85·9
In 25 girls' schools -	1,733	1,624	1,335	94·9	88·9	73·1	85·6

Mixed schools less satisfactory.

Hence it appears that attainments in each subject are higher both in boys' and in girls' schools separately than in mixed schools, while comparing the unmixed boys' with the unmixed girls' school, we find that reading ranks 2 per cent. higher, and writing half per cent. higher among girls, but in arithmetic the boys are superior by 3½ per cent. Taking the three subjects collectively, the difference between boys and girls is only three-tenths per cent. in favour of the former, but unmixed schools are almost 5 per cent. higher than the mixed.

Extra subjects.

Instruction in extra subjects has received far more attention again of late. In 66 of the above-named departments, the grant has been tried for under one section at least of the Minute of Feb. 20th, 1867; of these 66 cases, in 33 the grant was aimed at under Section II. only, *i.e.* for some scholars in Section VII. who had passed Standard VI.—in seven cases, the grant was claimed under Section I. only, *i.e.* for an extra *class*, and in the remaining 26 cases it was applied for under both sections. The number of successful attempts was as follows: in seven cases the extra grant was obtained under both sections, in 35 other cases it was obtained for Standard VII. only. In the remaining 24 cases it was not obtained. The subject chosen was in 38 cases, geography, and in 18 cases, grammar; in seven cases it was higher arithmetic, in two, original composition; and in one, music on the tonic sol-fa system. The two first-named subjects are evidently and perhaps justly the favourites.

Standard of "pass."

My standard of pass, both in extra and in elementary subjects, is almost exactly identical with that mentioned by me in 1866 and 1868.

MISCELLANEOUS REMARKS.

Infants very often taught with elder children.

Suggestions as to this;

and as to the case of infants separately taught.

The practice of teaching infants in the same room with older children is very general, and appears moreover to me to be increasing. I must say that I regret this, as in such cases the attainments of *all* the scholars almost invariably suffer more or less; especially, however, is this the case with the infants. Might it not be well to insert in the Code a distinct provision that no grant shall be payable for the infants taught under these conditions excepting upon the direct recommendation of the Inspector to that effect?—just as is now the practice where a separate uncertificated teacher takes the infants in a different room. In this latter case too, it would be perhaps a useful proviso to limit the uncertificated teacher's age to a minimum of 18 years old, and to state that the maximum number of scholars (40 *see* Article 40, *b* 2) is to be understood of the "highest weekly average." There is a strong reason for this, because at present managers are content to keep down the *annual*

average to 40, a course which, with the extreme variation of infants' attendance between winter and summer, allows the cramming of a small class-room in June and July with a *weekly* average of 60 or 70, while three weeks of snow and wet in winter pulls down the *annual* average to the required maximum.

Object lessons most useful;

Another point in connexion with infants is the need of good object lessons usefully chosen, carefully prepared, simply expressed, and *intelligently imparted.* The ignorance betrayed in infant schools on the commonest objects of life is something astonishing; incessantly do I fail in attempting to extract from them such points as that their coats are made of cloth, their pinafores of calico or cotton, *what* beef, mutton, and bacon are, and so on. Because object lessons do *not* bear directly upon the 1st Standard, and *do* require some preparatory care from the teacher they are much neglected, and the best possible method of drawing out intelligence is thrown away.

but constantly neglected.

Infant's reading.

In teaching reading to infants, the continual use of the same three or four reading boards often through a whole year should be guarded against; an easy, well-graduated, varied, and tolerably extensive set of reading cards should be provided in every case.

Rooms not kept clean.

As regards buildings it would give me pleasure to find a greater regard to thorough cleanliness; floors are seldom washed often enough, very frequently not more than once a quarter, and the timely application of paint and whitewash is still a desideratum.

Unpunctuality.

One other point may be noticed, that unpunctuality of attendance which aggravates the already great drawback of its fluctuation. It is earnestly to be hoped that under the new Act, managers of the various schools may be more drawn together, at least, that united action may become feasible in adopting such measures as *must* be beneficial to schools of all denominations alike; such as, not to admit, at a lower rate, any child for whom the managers of a neighbouring school had charged 9*d.* a week, on the Inspector's recommendation (Supplementary Rule X.):—to agree to close the doors of all schools in the parish at the same time, and so forth. I may mention that at Tavistock an arrangement was made, through the energetic interest taken in the Duke of Bedford's schools there, by Mr. Hastings Russell and Mr. Wing, for closing the doors of both the National and the British schools at 9 a.m. and 2 p.m. punctually; a bell is rung for five minutes before each school-time, and the instant the bell stops the door is finally closed. In the British schools the results were as follows (as communicated by Mr. Moffatt, the boys' teacher):—out of 785 children under instruction during the school-year, 1868–9, 312 attended over 200 times, the annual average being 327; while in 1869–70, of 742 children under instruction, 327 had attended over 200 times, the annual average being 311½. Thus, with 47 *less* under instruction, and an average of 15½ *less*, yet 15 *more* were eligible for the examination grant. Thus the pecuniary element was not endangered, while the efficiency was increased, and a great weight taken off the teachers who had previously in vain tried every possible method to secure punctuality. I understand that this plan has been adopted in a large number of schools which are supported mainly through the Duke of Bedford's liberality.

United action of managers desirable.

Tavistock schools.

District free from arrear for seven years past.

In conclusion, I am very happy in being able to state that my district is still without arrear. During the seven years ending August 31st 1870, every annual grant school referred to me has been personally visited by myself, and, with only two exceptions,* invariably within the

* In one of these inspection was deferred a month at the manager's request; and, in the other, upon a representation from the school that epidemic small-pox was at the time ravaging the town and seriously affecting the attendance.

Valuable aid from my assistant.

limits of the month assigned for inspection. Since October 1869 I have been aided by Mr. T. W. Meggs, whom your Lordships appointed as assistant on my recommendation. He had been for many years the excellent and zealous master of Bedminster British schools, which he had raised to the highest efficiency. Since he has been with me, I have owed much to his zeal, diligence, and obliging disposition; and to his aid I am especially indebted in making up the exhaustive and carefully compiled Table of Schools given below.

I have the honour to be, &c.

HORACE WADDINGTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

TABLE of SCHOOLS on MR. WADDINGTON'S LIST for ANNUAL GRANTS upon September 1st 1870.

These tables also give the name, number of departments, date-month, average attendance, number purposely kept back, number actually examined, number passed in reading, writing, and arithmetic, per-centage of passes, and extra subject (where chosen), in each of the annual grant schools inspected during the year ended 31st August 1870 by Mr. Waddington in the south-western district.

Each table comprises a county. Evening schools are not counted in these tables.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. purposely kept back.	VI. No. actually examined.	VII. Passed in			VIII. Per-centage of Passes.	IX. Extra Subject and No. examined.
						Reading.	Writing.	Arithmetic.		
COUNTY OF CORNWALL.										
Delabolé, British	1	May	61	7	39	39	36	29	89	—
Launceston, British	1	„	58	3	40	39	37	29	87	—
Lewannick, Wesleyan	1	„	49	3	46	42	37	29	78	—
Bottoms (St. Levan) Wesleyan.	1	June	43	3	41	39	38	35	91	Geography, 9.
Camborne, British	2	„	283	—	192	177	133	85	67	Arithmetic, 4.
Hayle, Copperhouse, Wesleyan.	2	„	138	1	95	87	83	82	88	Geography, 20.
Hayle, Foundry, Wesleyan.	1	„	92	11	75	73	64	53	84	Arithmetic, 2.
Mousehole, Wesleyan	1	„	129	4	86	81	74	62	84	—
Newlyn, Wesleyan	1	„	147	12	88	83	67	61	80	—
Penzance, Wesleyan	1	„	154	6	195	183	169	156	87	—
Redruth, British	1	„	194	2	131	124	121	103	88	—
Redruth, Wesleyan	2	„	172	14	95	86	73	51	77	Geography, 19.
St. Ives, Wesleyan	2	„	101	15	57	50	47	27	72	—
St. Just, Wesleyan	1	„	133	2	92	89	66	61	78	—
Tregony, British	1	„	51	—	29	28	25	8	70	—
Wall, Wesleyan	1	„	81	3	63	62	59	54	92	Geography, 2.
Bodmin, Wesleyan	1	July	78	7	53	52	48	50	94	„ 1.
Charlestown, Wesleyan.	1	„	66	—	60	56	53	34	79	—
Coad's Green, Wesleyan.	1	„	30	—	20	18	19	7	73	—
Constantine, British	3	„	142	4	63	56	42	28	66	—
Devoran, Wesleyan	1	„	87	—	62	59	54	26	75	Grammar, 11.
Falmouth, British	3	„	433	15	276	265	247	184	87	—
Gunnislake, Wesleyan.	1	„	192	—	162	132	116	43	60	—
Helston, Wesleyan	2	„	116	2	65	62	52	28	84	—
Liskeard, Boys, British.	1	„	129	2	114	87	92	66	72	—
Liskeard, Girls, British.	1	„	130	4	89	70	77	49	73	—
Penryn, Wesleyan	2	„	133	10	93	89	76	49	77	Geography, 14.
St. Mawes, Wesleyan	2	„	82	3	48	48	43	35	87	„ 2.
Truro, British	3	„	429	43	287	254	231	203	89	„ 3.
Wadebridge, Wesleyan.	1	„	86	4	61	56	49	48	84	Arithmetic, 1.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. purposely kept back.	VI. No. actually examined.	VII. Passed in			VIII. Per-centage of Passes.	IX. Extra Subject and No. examined.
						Reading.	Writing.	Arithmetic.		
COUNTY OF DEVON.										
Bovey Tracey, British	1	Jan.	45	3	40	38	33	13	70	—
Brixham, British	1	„	76	5	59	50	47	37	75	—
Buckfastleigh, British	1	„	82	3	69	64	64	46	84	—
Eggesford and Wembworthy, British.	1	„	—	—	—	—	—	—	—	—
Furrough Cross, Free Church.	1	„	74	—	48	48	44	36	89	—
Ipplepen, Wesleyan	1	„	80	6	69	60	61	134	78	—
Torquay, Abbey Road, British.	3	„	263	16	159	156	156	117	91	Music, 32 (B.); Geography, 21 (G.).
Exeter, Mint Lane, Wesleyan.	2	May	269	7	187	181	172	117	83	Geography, 6.
Holsworthy, Wesleyan.	1	„	59	2	45	33	34	24	67	—
Ilfracombe, British	2	„	124	5	68	68	68	65	98	—
Tiverton, Bampton Street, British	1	„	122	2	22	22	21	21	97	—
Tiverton, Elmore Street, British.	1	„	125	9	48	43	41	39	85	—
Tiverton, Heathcotes, British.	3	„	395	14	246	240	229	196	91	—
Topsham, Wesleyan	2	„	118	6	66	63	59	53	88	Grammar, 4.
Woodbury, Broadmeads, Endowed.	2	„	67	2	24	20	22	21	87	—
Devonport, Mathematical and Commercial.	2	Oct.	—	—	—	—	—	—	—	—
Devonport, Royal Naval and Free.	3	„	667	7	499	479	453	385	90	Grammar, 35.
Horrabridge, Secular	1	„	59	15	58	52	47	46	83	„ 3.
Kingsbridge and Dodbroke, British.	2	„	153	12	93	83	77	56	76	Geography, 2.
Plymouth Public Free Schools.	4	„	1,120	52	652	621	585	551	90	Arithmetic, 30; Grammar, 1 (G).
Plymouth Batter Street Congregational.	2	„	138	7	45	39	41	25	82	—
Stoke Dameral, Boys', British.	1	„	192	7	142	130	120	109	84	Grammar, 11.
Stoke Dameral, Girls', British.	1	„	85	—	61	55	49	34	75	—
Tavistock, British	3	„	337	6	173	151	149	135	87	Grammar, 5.
Atherington, Baptist Chapel.	1	Nov.	35	—	21	17	19	14	79	—
Appledore, Wesleyan	1	„	67	—	51	44	41	31	76	Grammar, 16.
Barnstaple, Wesleyan	2	„	279	5	187	174	162	140	88	„ 38.
Bideford, British	2	„	241	6	169	155	153	123	84	„ 28.
Landkey, Wesleyan	2	„	—	—	—	—	—	—	—	—
Loveacott, British	1	„	—	—	—	—	—	—	—	—
Seaton, British	1	„	72	9	61	66	51	42	81	Geography, 24.
South Molton, British	1	„	125	1	60	59	57	43	88	Grammar, 1.
COUNTY OF DORSET.										
Athelhampton, British.	1	April	38	2	30	29	30	25	93	Composition, 8.
Blandford, British	1	„	76	3	59	50	52	41	81	—
Bridport, General Boys', British.	1	„	284	7	244	244	244	241	99	—
Bridport, Girls' and Infants', British.	2	„	311	6	131	131	130	122	96	Geography, 8.
Corfe Castle, British	1	„	32	—	15	13	11	9	73	—
Lyme Regis, British	1	„	62	2	40	40	38	30	90	—
Poole, Boys', British	1	„	131	4	123	122	112	112	94	—
Poole, Girls', British	1	„	81	6	40	38	32	30	88	—
Portland, Wesleyan	1	„	110	5	93	91	84	71	88	Geography, 4.
Sherborne, British	2	„	164	10	105	103	87	82	86	„ 35.
Swanage, British	2	„	42	2	41	39	29	30	79	—
Wareham, British	2	„	122	1	71	65	66	62	91	Geography, 31.
Weymouth, Boys', British.	1	„	94	3	57	56	48	41	85	„ 1.
Cerne Abbas, British	1	Dec.	44	2	36	22	16	6	41	—
Dorchester, British	1	„	71	7	60	59	59	44	90	Geography, 26.
Wimborne, British	1	„	55	—	43	40	35	20	73	—

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. purposely kept back.	VI. No. actually examined.	VII. Passed in			VIII. Per-centage of Passes.	IX. Extra Subject and No. examined.
						Reading.	Writing.	Arithmetic.		
COUNTY OF GLOUCESTER.										
Kingswood Hill, British.	2	Jan.	169	8	128	120	115	91	85	Grammar, 4.
Kingswood, Wesleyan	2	„	235	11	130	119	115	96	88	Original Composition, 40.
Hanham, Wesleyan	2	Dec.	154	19	91	80	82	57	83	—
COUNTY OF SOMERSET.										
Bristol, Langton Street, Wesleyan.	1	Jan.	155	22	115	112	114	102	95	Geography, 35.
Frome, Milk Street, British.	2	Feb.	156	22	97	96	88	81	91	Grammar, 24.
Frome, Wesleyan	2	„	111	—	73	69	70	52	87	Geography, 24.
Lullington, British	2	„	53	6	32	32	28	27	90	—
Oakhill, British	2	„	66	1	57	55	54	47	91	Geography, 1.
Paulton, Wesleyan	1	„	85	5	48	36	34	23	64	Grammar, 1.
Petherton, North, British.	1	„	98	—	35	29	16	12	54	Geography, 20.
Street and Walton British.	2	„	100	19	36	33	35	25	86	—
Bath and Bathforum, British.	1	March	203	18	144	142	133	126	93	Geography, 23.
Bath, Harley Street, British.	1	„	75	5	47	46	45	35	89	„ 18.
Bath, Trim Street, Chapel.	1	„	58	2	44	43	44	28	87	„ 3.
Bath, Walcot Chapel, Wesleyan.	2	„	112	10	54	52	46	38	84	—
Keynsham, British	2	„	95	3	72	58	56	36	69	Geography, 19.
Weston-super-Mare, British.	1	„	153	4	108	101	87	86	84	—
Clutton, British	1	April	51	7	31	27	19	22	73	Geography, 3.
East Coker, British	2	„	163	14	75	75	63	70	94	—
Milborne Port, British.	1	„	46	6	50	50	45	41	91	Geography, 11.
Bath, Percy Chapel	1	Nov.	—	—	21	21	17	4	66	—
Bridgewater, Friarn Street, British.	1	„	119	6	60	53	55	44	84	—
Chard, British	1	„	68	10	66	52	50	39	71	—
Dunster, Wesleyan	1	„	28	1	19	11	12	2	43	Geography, 2.
Nettlecomb (Sir W. C. Trevelyan's).	1	„	49	4	35	35	35	29	94	„ 8.
Taunton, British	2	„	229	21	129	95	105	93	76	Arithmetic, 3 (B); Grammar, 1 (G).
Taunton, Original Infants', British.	1	„	102	7	26	23	26	22	91	—
Wellington, British	1	„	123	9	97	97	97	93	99	Geography, 36.
Charlton-Horethorne, British.	1	Aug.	29	2	19	18	19	9	81	—
Bedminster, British	2	Dec.	393	18	270	227	240	213	85	Geography, 2.
Midsomer Norton, Wesleyan.	1	„	126	6	102	92	85	77	83	—
COUNTY OF WILTS.										
Bratton, British	1	Feb.	79	7	60	58	56	51	92	—
Chippenham, British	2	„	133	9	60	60	52	47	90	—
Corsham, British	1	„	62	3	52	52	50	44	93	Geography, 14.
Road, Wesleyan	1	„	75	3	52	51	46	40	88	„ 16.
Sherston, British	1	„	80	—	42	28	15	7	40	„ 16.
Warminster, British	2	„	125	9	83	78	70	56	82	„ 23.
Warminster Common, British.	1	„	—	—	—	—	—	—	—	—
Westbury, Boys', British.	1	„	53	—	40	32	37	16	71	—
Westbury, Girls', British.	1	„	77	—	64	60	63	54	92	—
Wootton Bassett, British.	2	„	138	1	96	89	80	56	86	Grammar, 22.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. purposely kept back.	VI. No. actually examined.	VII. Passed in			VIII. Per-centage of Passes.	IX. Extra Subject and No. examined.
						Read-ing.	Writ-ing.	Arith-metic.		
Bradford-on-Avon, Boys', British.	1	March	91	5	67	62	64	50	87	—
Bradford-on-Avon, Girls', British.	1	„	91	—	51	47	43	22	73	—
Cricklade, British -	1	„	66	7	51	36	34	30	65	—
Devizes, British -	2	„	195	—	162	162	155	141	94	Geography, 23.
Dilton's Marsh, Infants', British.	1	„	80	4	46	46	45	46	99	—
Melksham, British -	1	„	66	2	54	49	47	40	84	Grammar, 19.
Swindon, New, Free Christian Church.	1	„	87	2	61	45	48	41	73	—
Swindon, Wesleyan -	1	„	96	—	86	68	60	38	64	—
Trowbridge, Boys,' British.	1	„	108	3	90	86	80	72	88	Arithmetic, 2.
Trowbridge, Girls', British.	1	„	86	5	46	46	45	40	93	—
Downton, Boys', British.	1	May	81	—	69	65	48	52	80	—
Fisherton, British -	2	„	114	2	82	79	66	50	79	—
Salisbury, Wesleyan	1	„	68	—	51	27	31	11	45	Arithmetic, 2.
Highworth, British -	1	Aug.	46	4	39	34	36	16	73	—
Salisbury, Scots Lane, British	1	„	—	—	—	—	—	—	—	—
Calne British - -	2	Dec.	179	21	111	107	105	81	88	—

N.B.—The 17 schools in *italics* were added to my annual grant list between 31st August 1868 and 31st August 1870. The six schools for which only columns I. and II. are completed were not visited *for annual grants* within the 12 months referred to in this report.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, W. WILLIAMS, Esq., M.A., of Trinity College, Cambridge, *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* PEMBROKE, CARDIGAN, CARMARTHEN, RADNOR, MERIONETH, MONTGOMERY, *and parts of* DENBIGH *and* CARNARVON.

MY LORDS, December 1870.

I HAVE the honour to present my first General Report on the British and undenominational schools inspected by me in the south-western counties of Wales.

General characteristics of district.

My district is a very extensive one, a majority of the schools are comparatively small and consist of only one department, and a considerable number of them are situated in localities remote from railways and somewhat tedious to reach. Hence it will be seen that the number of departments of schools visited, and of children and pupil-teachers examined, does not by any means adequately represent the time and labour I expend on my official work.

Number of schools examined.

During the official year which ended August 31st 1870, I visited 132 institutions, containing 142 departments of day schools under separate teachers. Of these, 129 departments were visited for the purpose of distributing annual grants, 12 for qualifying the teachers to sit for certificates, and one on invitation. One annual grant school was closed at the time of inspection for want of a teacher.

Unaided schools.

The "simple inspection" schools varied much in point of efficiency; about one half of them were in a very fair or good condition, whilst the others were more or less defective in regard to organization, instruction, premises and apparatus. The teachers, with perhaps two exceptions, appeared to be working hard and to be anxious to do well; and if they succeed in obtaining certificates I believe they will render good service in places where it would be difficult, as a rule, to maintain trained teachers.

Aided schools; statistics.

In the annual grant schools visited last year I found 125 certificated and four uncertificated teachers (the latter employed temporarily), 121 pupil-teachers and one assistant teacher fulfilling Art 91. The average attendance in these schools was 11,325, the number presented for examination in one of the first six Standards was 8,338, and the percentages of those who passed were 82·96 in reading, 80·04 in writing, and 72·75 in arithmetic. I examined also in the so-called 7th Standard 130 scholars of whom 90 passed. The chief reason why so many of these failed was that they had not been sufficiently accustomed to answer on paper questions in grammar, geography, and higher arithmetic, in one of which subjects most of them were examined.

Evening schools.

There are not many evening schools in my district. I was not able to conduct the examination of more than one of them last year; the examination of the others was conducted by the managers, and the papers were afterwards revised by me. The papers of Standard I. are generally badly done, and look as if the pupils had not been in the habit of holding a pen; whilst in most of the other Standards the papers are so accurately done that one cannot help feeling that many of the pupils are not presented quite so high as they might have been.

First impression of schools.

In visiting the schools for the first time I was much struck with the great diversity in efficiency presented by them; and, what is rather remarkable, good schools are not by any means confined to places where local circumstances are favourable, nor inferior ones to places where

local circumstances are unfavourable ; some of the most efficient schools are to be found in the Welsh-speaking, thinly-populated rural districts, without any wealthy patrons ; whilst some of the most inefficient are to be found in towns and manufacturing or mining districts where wealth and appliances are abundant and the staff of teachers ample. The efficiency of schools seems to depend very much more upon the head-teacher than upon local circumstances; and this is shown by the difference presented by schools situated in apparently similar circumstances, and also by the rapidity with which some good schools deteriorate and inferior ones improve, after a change of teachers, and even sometimes under the same teachers, without any change in the outward circumstances affecting the schools.

The efficiency of schools seems to depend not so much on local circumstances as on the teachers.

Whilst most of the best teachers have received a collegiate training I must record the fact that a considerable number of the male trained teachers in my district are not so efficient and successful as the average of the untrained and provisionally certificated teachers. With regard to provisionally certificated teachers, of whom there are about 20 in my district, I am glad to be able to say that, with one or two exceptions, they do very creditably and some exceedingly well. And I may add that, had it not been for these young teachers, several of the small schools in my district would have been closed, or would never have been opened.

A considerable number of the male trained teachers not so efficient as the average of untrained or provisionally certificated teachers.

The success of teachers, more especially in rural districts, does not depend so much on high abilities and extensive acquirements as on steady application, perseverance under difficulties, and a fair amount of tact in the conduct of a school ; and it is to the want of these latter qualities that I attribute, in a great measure, the ill-success of many of the trained certificated teachers that I have met with. Some male trained teachers when they get into small schools or into schools that do not quite meet their expectations, seem too ready to conclude that the schools are not suited for them, or do not afford scope for their abilities ; and, instead of determining to work up their schools, to overcome difficulties, and thus to acquire and prove their fitness for larger spheres of labour, they neglect their schools, and look out for others more worthy of their abilities and congenial to their tastes. Whilst I rejoice to see a deserving teacher who has given tangible proof of his ability and success in his profession promoted to a higher post, I have no sympathy with the teacher who always speaks of what he would or could do, if he only had a school to suit his taste, but does not work well in the one he has.

The success of teachers depends more on steady application than on high abilities and acquirements.

Of the 142 departments of day schools visited by me last year, only eight were for boys, eight for girls, and three for infants, the remaining 123 being mixed schools of one department taught by 111 male and 12 female teachers. The reasons why so many of my schools consist of only one department seem to be the following : — (1) There are but comparatively few populous places in my district ; (2) in many places where a single school of two or three departments would have been much the best arrangement, there are two mixed schools, a National and a British school, working in rivalry instead of in harmony with each other.

Most schools in my district consist of only one department.

Reasons for this.

It is much to be regretted that more of the smaller rural schools are not under mistresses instead of masters ; for a good mistress could be obtained for the salary of an inferior master, and would be found much more efficient.

The substitution of female for male teachers in rural districts would be advantageous.

Some of the most obvious evils arising from competition between rival schools in small places have been pointed out so often that I need not dwell upon them here ; but there is one disadvantage arising from this unhealthy rivalry which I must allude to, and that is, the absence of, prevents the

Rivalry between schools in small places

formation of infant schools.

and the impossibility of establishing and maintaining, infant schools; and this is a great obstacle to the promotion of education in such places, especially in the neighbourhood of public works where the proportion of young children is generally high.

The infant class is not well trained in mixed schools, especially if under a master.

Perhaps the commonest and gravest defect observable in mixed schools, especially in those under a master, is the want of suitable provision and appliances for instructing and training the infant class. I have met teachers who did not appear to be aware that children under six years of age, because they are not required to pass an examination individually in any Standard, were to be examined at all, and consequently paid but little attention to them. I have often had to recommend, both orally to teachers and managers and in reports on schools, that better appliances were required for teaching the infants, and that greater attention should be paid to them, and at my next visit I have noticed that my recommendations have been acted upon. Two instances in particular occur to me in which great improvement in the training of the infants took place during the past year, namely, at Pembroke Dock, where a spacious class room was erected for them, and at Dolgelly. But even when teachers in mixed schools distribute their attention pretty equally over all their scholars, and make the best provision they can for instructing the infant class, still the want of class rooms and of a sufficient staff of suitable assistants will render it impossible to give the infants the amount of attention and training which it is so important that they should receive.

Importance of giving a good training to the infant class in mixed schools.

If children under six years of age be not well attended to, comparatively few of them will be fit in their seventh year to be presented in Standard I., and consequently many of them will have to be kept back another year; and to say nothing of the loss in grant which this causes to the school, these children will probably be not more advanced at 10 years of age than they might have been at 8 or 9 had they been well trained when young. When it is considered how many children leave school at an early age, it is important that their time at school should be spent as profitably as possible when they are young. If by any means the mixed rival schools now existing in many places were amalgamated, and one of the school-rooms were devoted exclusively to young children under the charge of a trained mistress, a great boon would be conferred upon those places, for the quality of the education given would be much improved, whilst the expense in most cases would be diminished. In the present temper, however, of the advocates of denominational schools, I see but slight grounds for hoping that this desirable consummation will be realised; but until this is done, the state of education in such places cannot be satisfactory, notwithstanding all the efforts made to improve it. The want of infant schools, and the difficulty of making due provision for the training of infants in mixed schools, offer some of the strongest arguments against the multiplication at the present time of small denominational schools, and for all parties uniting to establish, where the population will admit of it, large schools of two or three departments, such as will be suitable for the children of all religious denominations.

Infant schools might be formed; (1.) By amalgamating rival schools;

(2.) By dividing some of the large schools.

Some of the larger existing British schools in my district, as, for example, those at Corwen, Llanidloes, Festiniog Slate Quarries, Amman Iron Works, Gwendraeth, and Talybont (Cardiganshire), might advantageously be divided into two departments, one for infants and another for children of both sexes of a more advanced age. Such an arrangement would be more efficient than the existing one, and would be found in a year or two quite as economical in a pecuniary point of view.

Another defect in many of the schools I visit is the want of efficient management. Many managers have made and still make considerable

efforts and sacrifices to establish and maintain schools: but from want of a clearer knowledge of their duties, and perhaps from a desire not to "interfere," as it is called, with the teachers, they leave the management practically in the hands of the latter. This is in all cases to be deprecated, and in some cases is attended with the gravest consequences to the schools and all concerned. Managers, in appointing teachers, ought to be more careful than they generally seem to be, in seeing that the qualifications of the candidates they select are satisfactory; in making formal written agreements with them; and in stating clearly how they are to be paid, how the other expenses of the schools are to be defrayed, and what length of notice each party is to give the other before the engagement can be terminated. From the want of this last precaution managers and schools are sometimes put to much inconvenience through teachers leaving suddenly, and before successors to them can be appointed. Managers ought also to visit schools frequently, to see that the teachers are regular and punctual in the discharge of their duties, that they keep the registers properly, and pay sufficient attention to the pupil-teachers. And here I would take the liberty to suggest that the Dissenting ministers might very profitably devote more of their attention to the British schools. Some of them, I am glad to say, have been very active in establishing and maintaining schools; but there are many others who have hitherto done little or nothing to promote education by means of day schools. Considering their influence and position, their education and their opportunities, this inaction on the part of many of them is much to be regretted.

Management of many schools not efficient.

Suggestions to the managers of schools.

The Dissenting ministers do not pay so much attention as they might to the British schools.

The practice which appears too often to prevail of letting the teacher have the whole of the school pence and grant, and the remainder of the subscriptions, &c., after the working expenses of the school have been paid, is objectionable on various grounds, and is probably resorted to in order to stimulate the teacher to work, and to relieve the managers of pecuniary loss if the school should prove unsuccessful or the teacher inefficient. This system tends to reduce the school into a private speculation of the teacher, and, moreover, puts a strong temptation before him to keep the working expenses of the school as low as possible, even to the prejudice of its efficiency, and to defer supplying defects in the books and apparatus until the proximity of the inspector's visit renders further delay hazardous, and old torn books are replaced by new ones, broken easels are mended, and blackened walls are whitewashed. A better method of paying teachers, and one which would include any advantage the method just alluded to may possess, would be to give them a certain fraction of the pence and grant, together with a certain fixed sum, the managers to pay all the other expenses of the school. Any risk that might be incurred by managers on this system would be more than counterbalanced by the superior control and influence they would have over the teachers and all matters connected with the working of the schools, and by the greater consciousness of responsibility which both managers and teachers would feel for their efficiency.

The mode of paying teachers is often prejudicial to the interests of the schools.

A better method suggested.

Reading in many of the schools situated in the Welsh-speaking portions of my district is rather mechanical and inexpressive, and it could hardly be expected to be otherwise, if it be borne in mind that the children speak nothing but Welsh out of school, and probably knew no English before they attended school. But whilst it would be unreasonable to expect children to read with due emphasis and expression what they only imperfectly understand, yet I believe many teachers might do more than they usually do to correct some of the marked peculiarities prevailing in some localities, and to teach children a better observance of the stops and the more ordinary inflexions of the voice. I have been

Elementary subjects; (1.) Reading.

Principle of imitation not sufficiently adopted.

surprised at the fact that many teachers do not seem to be aware that reading, like writing, can only be well taught by imitation, and not by the mere correction of mispronounced words, and that they and their pupil-teachers do not more generally make use of this principle in teaching reading. In hearing pupil-teachers conduct a reading lesson, I have seen an unfortunate boy turned down five or six places in succession for as many mistakes in reading a single paragraph, and yet no attempt was afterwards made to show him how the paragraph ought to have been read, or to ascertain whether he could read it any better after all the corrections that had been made. Had the pupil-teacher read the passage before the boy, first in short phrases and afterwards in longer ones, making the boy repeat each phrase as it was pronounced, and then made him read the whole passage himself, both the boy and the class would have derived some advantage from the exercise. The other extreme, of reading every sentence, easy as well as difficult, before a child, whether a good or a bad reader, is also objectionable, and consumes much time without corresponding advantage. The cards and reading books in use in Standard I. in some schools are not well adapted for teaching beginners to read. It seems to me a mistake to introduce into some of the first pages of a reading book for young children such words as *saw*, *teach*, *stalk*, &c., the spelling of which affords so little help to their pronunciation, when they can hardly read such easy words as *rat*, *mat*, *made* &c. The use of such books must greatly retard a child's progress, and make what might have been tolerably easy and pleasant difficult and irksome. Young teachers often introduce reading books into their schools without knowing anything of their merits; and it seems to me that it would be a very useful thing if complete sets of the various reading books used in schools were kept at the training colleges in order that students might have the opportunity of comparing them before they take charge of schools. The present method of examining under the Revised Code has a tendency to lead teachers to make their scholars get up particular books, or portions of books, rather than aim at getting them to read any book of about equal difficulty that might be placed before them. As long as the Code requires children in Standards II. to V. to read from "a reading book used in "the school," it is difficult, if not impossible, effectually to check the practice, which is far too prevalent, of keeping a class for twelve months to the minimum amount of reading which an inspector is likely to accept. Had it not been for irregularity of attendance, which is so much complained of, I should be disposed to recommend your Lordships to make children in Standards II. and III. read from any ordinary book containing words of not more than two and three syllables respectively.

The books used in Standard I. are often unsuitable.

Abuse of the regulations of the Code in regard to reading.

(2.) Writing.

I have seldom found the writing in a school good unless the children had been habituated from the beginning to write within lines on their slates. Yet, strange as it may appear, I have often met teachers who appeared unconscious of the importance of this almost essential prerequisite of good penmanship, and when I have called their attention to it, some have replied that they were not aware that children were expected to write on slates within lines, and others have excused themselves on the ground that the slates were not ruled, when a couple of hours would have sufficed to rule all the slates required. I am of opinion that by far too much time is daily devoted in many schools to writing on slates, and also that children are kept writing on slates long after they ought to be writing on paper. I now always call for the copybooks of Standards II. and III. if there are any, and, when convenient, see the children write in them. When it is remembered that many of the children in the lower Standards are so old that they cannot

Too much time is devoted to writing on slates.

be expected to remain at school long enough to go through the higher Standards, and that ability to write well on slate does not imply ability to write even moderately well on paper, it is important that children should, in general, be made to write on paper as soon as they can form letters well and transcribe fairly on slate. If the 3rd Standard were required to do dictation on paper, instead of on slate, at the examination before the inspector, I have no doubt that much more attention would be paid to writing on paper in the lower Standards than is done at present, and that such a change, if made, would operate beneficially on the writing in the 4th Standard, which is now often unsatisfactory. I have sometimes found it rather perplexing to decide whether a dictation exercise in the upper Standard is good enough for a "pass;" for the handwriting may be good, and the spelling weak; or the spelling may be good and the handwriting inferior.

(3.) Arithmetic.

The number of failures in arithmetic is greater than in reading or writing, but it does not necessarily follow that arithmetic is worse taught than the other subjects. In reading, the first five Standards are tested in books which they have been preparing during the previous year, whereas in arithmetic they are tested by sums which they have not seen before, and cannot have specially prepared. In writing, again, nearly all the failures in my schools occur in the four highest Standards, in which spelling as well as handwriting is taken into consideration in deciding on a pass.

Standard I.

The chief defect I find in the arithmetic of Standard I. is the too great use that is made of the fingers in counting. I do not forbid the use of fingers altogether, but if a child cannot, for example, add 6 to 1, subtract 1 from 7, or 7 from 8 without the help of fingers, it has not learnt the simplest relations of numbers, and I do not pass it. Teachers commit a mistake in giving children mechanical rules to make simple calculations which a moderate use of the ball-frame would have enabled them to make intuitively.

Standard II.

I dictate three sums in Standard II., involving a knowledge of notation to thousands (four places), and two sums taken down and worked correctly, with a fair knowledge of the multiplication table, suffice for a pass. Children, as a rule, do the sums much better than they answer questions on the table.

Standard III.

In Standard III. I dictate three sums involving a knowledge of notation to hundreds of thousands, and two sums taken down and worked correctly suffice for a pass. Much the least satisfactory thing in this Standard is a want of readiness in applying the multiplication table to division.

Standards IV., V., and VI. Examined by cards. The instruction is too much confined to abstract rules.

I use in the three upper Standards cards with the questions printed in words, so as to test the children's knowledge of notation; and to prevent copying as far as possible I have for each Standard six cards of about equal difficulty, but totally different in other respects. In Standards IV. and V., one of the three questions on each card, without being what may be called a problem, requires a slight application of one of the compound rules to a concrete example, or some knowledge of reduction; and, whilst such questions are readily done in good schools, it is surprising that in a considerable number of schools the children are generally at a loss what to make of them. A child in Standard IV., for example, who cannot do such a question as—Find the value of 25 yards of cloth at 7*s.* 6*d.* a yard, has learnt arithmetic to little purpose, and yet I often find children presented for examination who cannot do such a question unless they are told that it is to be done by compound multiplication.

Simple proportion might be

The addition of simple proportion to the arithmetic of Standard VI. would, in my opinion, be an improvement, and would give official

added to the arithmetic of VI.

recognition to what is generally taught in good schools, and what would be desirable to have taught in all schools, or, at all events, in all boys' schools. Two sums worked correctly suffice in the higher, as in the lower Standards for a pass in arithmetic, and under the present requirements of the Code I do not think my standard too high, provided the questions are judiciously set.

The Minute of 20 February 1867 has caused greater attention to be paid to extra subjects.

Some one or more subjects of instruction beyond Art. 48 are taught in a considerable number of my schools, and I believe the Minute of 20th February 1867 has had considerable influence in causing the so-called extra subjects to be taught in schools. The subjects most commonly taken are grammar, geography, and during the past year vocal music.

Grammar.

It is but seldom that I have found grammar intelligently taught, the instruction is too much confined to definitions and formal rules, and too little to the application of what is taught to practical use. It is of little avail to teach a class of children the rule that the verb must agree with its nominative in number and person, if they cannot readily apply this rule to the construction of a simple sentence or correct some of the commonest violations of it.

Geography.

Geography is on the whole better taught than grammar, but in this subject too the teaching is often barren and unintelligent. In teaching, for example, the physical features of a country, instead of trying to give their scholars a sort of real living picture of it, whether it be mountainous or flat, whether the coast be unbroken or much indented, whether the rivers be navigable or not, and the bearing of those things on the climate and commerce of the country, and on the habits and industries of the people, teachers are too apt to confine their instruction to giving the exact height and length of a few of the principal mountains and rivers, and the names of the chief capes and bays. Geography seems to be learnt too much from books and too little from maps, which greatly aid the memory besides showing the relative positions of various objects.

Music.

Since it became known to the managers of schools about fifteen months ago that vocal music might be taken as an extra subject, about a dozen schools have been examined in this subject by me, and in all cases, with one exception, I have been able to report favourably on it, but the grant has not been paid in so many cases because some of the conditions on which such a grant is paid were not satisfied. Singing is exceedingly well taught in many of my schools, and it deserves to be encouraged because it undoubtedly exercises a very humanising influence over children, and is moreover, a great help to discipline. It is worthy of remark that I cannot recall to my mind any school in which the singing was really good and the discipline bad, but I can recall many instances in which singing was either not taught at all or was taught in an inferior manner, and the discipline was not quite satisfactory. The requirements in music which were agreed upon by my colleagues Messrs. Fearon, Pryce and Watts, and myself were printed, and to save answering inquiries were sent to our schools, and are as follow:—

[*Extract from a Circular.*]

Requirements in music.

"In music, the following will be considered sufficient:—

1. "The scholars presented under Article 54 c., to possess a knowledge of musical notation, to be able to follow the pointing of the inspector or of the teacher in a voluntary on the modulator, containing transition to one of the side columns, to sing at sight from the black-board in groups of about six, any "part" of a simple tune not previously known to them, selected by the inspector.

2. "Each scholar presented in Standard VII. Art. 46b, to be able to sing at sight from a book, any "part" of a simple tune selected by the inspector.

"It is advisable that the whole school should learn annually and sing well not less than three new tunes, the music of which should be placed before the inspector."

"Note.—The managers may choose either the Tonic-Solfa or the established notation, and two trials will be allowed in singing at sight."

The above requirements seem to answer very well. The singing and reading music at sight are in general very satisfactory, but the definitions and explanations of some of the symbols used in musical notation are not so well given as I hope to find them when suitable text books on this subject will be in the hands of teachers and pupils. The Tonic Sol-fa notation has been adopted in all the schools that I have examined in music, and some of the advocates of this system speak of it as a kind of "royal road" to reading music.

The schools in which one or more extra subjects are taught do best, as a rule, in the elementary subjects also; but I regret to say that in some schools the desire to obtain the extra grant has led to the teaching of an extra subject at the expense of the more important subjects of reading, writing, and arithmetic, the teachers and managers being apparently oblivious or ignorant of the condition, that a school must do pretty well in the elementary subjects before a grant for an extra subject can be obtained. The disappointment in such cases in not obtaining the grant, coupled with the loss arising from failures in the examination in the elementary subjects has been deeply felt.

The schools in which an extra subject is taught generally do best in the elementary subjects.

Sewing appears to be well taught in general in girls' schools, and in mixed schools under a mistress (mixed girls'), but in many mixed schools under a master (mixed boys') it is not so well taught as it should be. The chief cause why sewing is not better taught in many schools than it is, appears to me to be this; that the managers and teachers seem to get sewing taught to satisfy the requirements of the Code rather than from a conviction of its importance, and consequently they are too often content in a mixed school under a master to get any person, whether well qualified or not, for a small remuneration to teach sewing. The specimens of sewing shown to me consist too much of plain hemming or stitching. I should like to see more attention paid to darning, mending, knitting, making button holes, and in the upper classes to cutting out and fitting the various parts of a garment. Some of the difficulties now complained of about getting proper material for sewing, and about the apathy of parents, would be greatly lessened if a ladies' committee when possible, were to visit every school, and if managers took care to secure a thoroughly competent person to teach sewing.

Sewing generally well taught in schools under a mistress, but seldom in schools under a master.

The schools in which according to my judgment, sewing was best taught last year are the following, arranged in alphabetical order :—

Schools in which sewing was best taught last year.

Aberhosan, mixed girls'.
Borth, mixed boys'.
Capel Isaac, mixed boys'.
Dolgelly, mixed boys'.
Dyffryn, (Merioneth) mixed boys'.
Haverfordwest, girls'.
Llanddeusant, mixed boys'.
Llangadock, mixed boys'.
Llangollen, mixed girls'.
Talsarnau, mixed boys'.
Tanygrisiau, mixed boys'.
Pembrey copper works, mixed girls'.
Treffgarn, mixed girls'.

Pupil-teachers. Operation of Minute of 20 February 1867 on their number.

The number of pupil-teachers has considerably increased in my district during the last two years, and I believe the inducements held out by the Minute of February 20th 1867, the provisions of which I have often brought before the notice of the managers of small schools, have had the effect of causing pupil-teachers to be employed in several schools in which otherwise none would have been employed. But I regret to state that the attainments of pupil-teachers in many schools are very low, and that the head teachers pay apparently but little attention to their instruction or to their training in the art of teaching. Complaints are often made of the difficulty experienced in getting boys to become pupil-teachers, and I am not surprised at it, for the stipend offered in

The attainments of pupil-teachers in many schools are very low.

Reasons why it is so difficult

to get intelligent boys to become pupil-teachers.

most cases, except in schools maintained by wealthy companies or near public works, is so miserably small, varying from 4*l.* or 5*l.* the first year, to from 10*l.* to 14*l.* the fifth year, that few boys of intelligence like to offer themselves for the office; and if they do accept it they find in a couple of years that they are a burden to their parents and can get so much more wages as clerks in an office, that they either leave off teaching or become so indifferent about their work that they are not of much use in a school. Moreover, the teachers in the majority of schools, if I may judge by results, do not appear to give their pupil-teachers sufficient instruction to enlist their sympathy in their work, or to create in them a desire to devote their life to the profession of teaching. I think it but right to single out the following British schools in which the pupil-teachers have for years been well trained: Bala, Haverfordwest boys', New Milford, Newtown, and Talybont (Cardiganshire). There are several other schools in which the pupil-teachers appear to be well trained at present, but the teachers have not been in charge of them long enough for the results of their teaching to be sufficiently tested.

As long as the stipend of pupil-teachers is fixed by the managers, or perhaps in some cases by the teachers, and the facilities for terminating engagements are so great, and teachers do not get any direct remuneration for teaching them, I do not see much reason to hope for improvement in their condition. The penalty prescribed by Art. 52 of the Code for failure of pupil-teachers to pass their examination is so remote that it practically has very little effect, more especially as pupil-teachers who get habitually neglected will often leave of their own accord, or an excuse can be made for dismissing them before the full weight of the penalty will be felt, and fresh candidates can be presented to take their place.

Remedy suggested.

I can think of no effectual means to improve the condition of pupil-teachers except to revert to the old system of paying them a fixed stipend, and the teachers a certain sum for instructing them directly from the Education Department. To prevent some of the abuses to which the old system was liable, I would suggest that the stipend of pupil-teachers and the allowance of teachers for instructing them be deducted out of the annual grant to the school, and that whenever either payment was forfeited the money should be retained by the department. If it be objected that this plan would throw too much additional labour on the central department, it may be replied that a considerable portion of inspectors' time is already in one way or another taken up with pupil-teachers, and that the increased labour to the department would be more than compensated by the superior efficiency of the schools throughout the country, which after all is the great end in view. The authorities of training colleges seem agreed in saying that the attainments of pupil-teachers have greatly fallen off during the last eight or nine years, and that pupil-teachers some years ago knew as much after one year's training in college as they now know after two years.

The staff of teachers required by Art. 52 *b* is inadequate for the efficient working of a school.

A school at present is not required to have a pupil-teacher at all if the average attendance does not exceed 89, and an average attendance of 89 implies that a considerably larger number is on the books of the school and in actual attendance at some periods of the year when the school is fullest. But one teacher, with perhaps the occasional assistance of one of the senior scholars, is inadequate to teach satisfactorily such a number of children varying in age from perhaps three upwards, and much of the children's time at school must be spent unprofitably or far less profitably than it might be spent if there were a larger staff of teachers employed.

If the annual grant to schools be increased under the new Act, as has been proposed, by 50 per cent I would venture to suggest to your Lordships that it be made obligatory on all schools participating in this increase to have one pupil-teacher for every 30 after the first 35, instead of one for every 40 after the first 50 in average attendance, as at present. Such a staff, it appears to me, is required for the efficient working of a school. Article 54 now requires a pupil-teacher for an average attendance of 65 before a grant for an extra subject can be obtained; and, if the above suggestion were carried out, what is now left optional would be made obligatory, and the difference in the staff required by Articles 52 and 54 might be abolished. A suggestion.

The trained teachers in my district have received their training at a considerable number of different colleges; but about one third of the teachers in all the annual grant schools visited by me last year had been trained at Bangor, whilst of the other colleges the Boro' Road and Stockwell have trained the next largest numbers. Of the teachers fully trained and certificated at these two last colleges I can speak highly; but I regret that there is a considerable number of the teachers trained at Bangor of whose professional skill and earnestness in the discharge of their scholastic duties I cannot speak so highly as I should like. Many of them seem to be satisfied with only a very moderate standard of efficiency in their schools, and do not seem to be at all ambitious to attain a high standard. Several of the teachers who have left Bangor during the last two years, however, seem to be much superior to the average of those who left it some years ago, and are very promising young teachers; but some others who have left Bangor recently possessed but a very slight acquaintance with the Code, the forms to be filled for the examination of schools, and with the appliances and methods required for teaching ordinary subjects. It would appear that at Bangor too little of the students' attention has hitherto been directed to the practical work of teaching and conducting a school, and that the model school there has not inspired the students with a proper ideal of what a good school is. There is, however, reason to believe that much improvement has taken place in the model school since it has been under the charge of its present teacher, and that the students will have better opportunities in the future than they had in the past of acquiring that practical knowledge of school-keeping which is so important for their success when they take charge of schools. Teachers. Bangor trained teachers. Bangor model school.

The number of British schools under inspection has very much increased during the last few years in my district, as well as in some other parts of Wales. During the two years ending August 31, 1870 32 schools in my district were inspected for the first time; and of these 24 were entitled to annual grants, and the others have become, or are in the process of becoming, annual grant schools. I have also on my list some new schools which have not yet been visited. But gratifying as the progress has been during the last few years there are still considerable tracts of country in my extensive district without an inspected or good school of any kind; and, under the old system of leaving to voluntary agency to take the initiative in establishing schools, it would take an indefinitely long time before the whole country would be tolerably well provided with the means of education; and even if schools could be established in every district where they are required, yet, owing to sparseness of population, the apathy of parents, &c., it would be impossible to maintain them in an efficient condition. The new Elementary Education Act will secure that efficient schools shall be established and maintained in every locality, and the questions now agitated are, What Increase in number of schools under inspection during last two years. Voluntary agency inadequate to establish and maintain efficient schools in thinly populated districts.

kind of schools should the new ones be, and how should they be provided and maintained?

The new schools should be unsectarian and provided and maintained by school boards.

The managers of most of the schools I visit, and the Dissenters generally, as far as I have been able to ascertain their views, seem decidedly in favour of having school boards in every school district; of having all schools maintained and provided, where necessary, by boards; and, indeed, of having throughout the country one general system of unsectarian schools which all alike could attend, without the necessity of making any invidious distinction between the children of any of the Protestant sects, at all events, whether Conformists or Non-conformists. The reasonableness of this view will be manifest if it be borne in mind that the great bulk of the working classes in almost every considerable locality in Wales are Dissenters, and that Church schools cannot be suitable for them. In towns of a considerable size there can be no strong objection to having some Church or denominational schools, provided there be sufficient unsectarian schools for the children of those who prefer them; but in villages and rural districts, where only one good school can be maintained, it is hardly reasonable that this school, especially if aided by public money contributed by all alike, should belong to the Church of England or any other denomination, which represents only a minority —perhaps a small one—of the population. The introduction of a time-table conscience clause will not, I believe, remove the objection of Dissenters to Church schools. I apprehend it is no part of my duty to justify or give the grounds of the objections of Dissenters to Church schools, but merely to state the views entertained by those amongst them whose education and position entitle their opinions to carry weight; for the opinion and practice of those who are ignorant, poor and dependent should not be taken as true indications of the feelings of the great mass of Dissenters in regard to Church schools. I do not mean to imply that the great bulk of the Dissenters are either what might be called educated or in independent circumstances; but I wish merely to guard against the inference sometimes hastily drawn that because some Dissenters send their children to Church schools the Dissenters as a body are satisfied with these schools.

Reasons for this.

A school may be efficient, and yet its attainments may be low.

The great increase that has taken place during the last 25 years in the number of schools under inspection and in the number of scholars said to be on the books of these schools, has led some to infer that the present system would in a few years bring education within the reach of almost every child in the land. But supposing a sufficient number of schools could be established on the present system, and that these schools could be maintained, which I do not think at all probable, the education of the country would be still far from being satisfactory. There is at present in most localities, where there are inspected schools at all, more school accommodation than is availed of by the people; but in how many of those localities in which there have been schools for some years could the state of education be pronounced satisfactory? The question is not to be decided by the number of children said to be on the books of or in attendance at some school or other, but by the proportion of the children tolerably well educated. And here it is important to bear in mind that a school may be highly satisfactory in regard to its buildings, apparatus, teacher, and perhaps in the percentage of passes obtained by the scholars presented to the inspector for examination, and yet the attainments of the school may be low. For in taking a proper estimate of the condition of a school, it is necessary to take into consideration, besides the points already mentioned, the following, namely, the number of scholars who pass successfully in the upper standards, the ages of those in the lower standards, the manner in

which the scholars pass, and the number of those who for various reasons are not presented at all for examination. But tried by these tests there are not many schools within my knowledge which could be pronounced thoroughly satisfactory. And the chief cause of it is, in most cases, *irregularity of attendance.* There is not only a considerable number of children in almost every locality who do not attend school at all, but there is also a large number who attend so irregularly, or for so short a time, that the benefit they derive is very slight indeed.

Irregularity of attendance the chief cure of this.

If from the total attendances of all the children who enter a school during a year the attendances of those who attend pretty regularly were deducted, some idea could be formed of the irregularity of the others. It is true that some children attend more than one school in the course of a year, but after making allowance for this the broad fact remains that irregularity of attendance prevails to an extent little thought of by those not brought into frequent contact with schools. To remedy this evil it will avail little to increase the school accommodation, if means be not adopted to secure a better attendance. In the annual grant schools visited by me last year, the average attendance was only 66 per cent. of the accommodation. Now, after making allowance for the various causes which tend to keep down the attendance, such as the prevalence of epidemics, want of system in the distribution of schools, inefficiency, &c., and bearing in mind that the accommodation is hardly anywhere too large for the population, it is clear that the disparity between the accommodation and the attendance is considerably greater than it should be if children attended with tolerable regularity. To increase the school accommodation, then, in places where the existing schools are not full, would be wasteful expenditure of money, unless some effectual means be adopted to get a much larger number of children to attend. "Moral suasion" seems to have been tried long enough, and I can think of no other alternative, if all the children in the country are to be educated, than direct compulsion everywhere.

Direct compulsion the only remedy for irregularity of attendance.

One condition, however, besides the obvious one that there ought to be a school within a reasonable distance of every child, ought to be fulfilled before compulsion can, with fairness or much hope of success, be enforced, and that is, that the religious denomination of the school, if no choice of schools be possible, should not be obnoxious to the children's parents, or, in other words, that the school should be absolutely unsectarian in its management as well as in its teaching. The Calvinistic Methodists, the Baptists, and the Independents, who are all numerous bodies in Wales, seem perfectly satisfied with one type of schools conducted on the unsectarian principles of the British and Foreign School Society; and such a thing as a Baptist, Independent, or Methodist school, as far as the religious teaching is concerned, is not known in my district. And any attempt to coerce the children of these three dissenting bodies to attend church or any strongly denominational schools, however restricted by conscience clauses, would be resisted, and would prove unsuccessful. In short, it is hardly too much to say that without unsectarian schools, whether they be called British, undenominational, or secular, the bulk of the Welsh people in most rural districts will not be educated.

Condition to be fulfilled before compulsion can be applied in rural districts.

I have the honour to be, &c.

W. WILLIAMS.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1870, *by Her Majesty's Inspector,* S. N. Stokes, Esq., *on the* Roman Catholic Schools *inspected by him, in the* North-Western Division of England.

Progress in district.

My Lords, Liverpool, December 1870.

Lancashire, Cheshire, Shropshire, and North Wales, within which I inspect Roman Catholic schools, have formed a part of my school district ever since my appointment to be Inspector in 1853, and I am able to trace the progress which 17 years have produced in them. Numerically the progress in schools has been great; in methods of teaching and results of instruction the progress has been greater still. In 1853 only 28 schools were in receipt of annual grants from the Committee of Council; 26 of them employed pupil-teachers, and but 15 had certificated teachers. In 1870 more than 140 schools were under inspection for annual grants, all conducted by certificated teachers, and most of them also employing apprenticed pupil-teachers. In 1853 no facilities existed for training teachers; in 1870 there has been flourishing for several years in Liverpool a training college for schoolmistresses, which more than anything else has promoted the growth of elementary education among the Roman Catholics of Great Britain. In Lancashire lay most abundantly the materials of increase, and in Lancashire the largest increase is found. No part perhaps of that county exhibits more gratifying progress than Manchester and Salford, which in 1853—and I might fix a later * date than 1853—scarcely showed any satisfactory results of education, but now enjoy the advantage of many excellent schools, which, considering the class of children to be dealt with, cannot anywhere be surpassed for † efficiency. In Liverpool and Preston less progress has been made since 1853 because there was then less room for progress. On the whole the number of aided schools was multiplied fivefold in 17 years, and the increase never stopped. Nevertheless it has been of course a fundamental defect in the existing system, regarded as a *general* system, that wherever the leading members of a congregation were too indifferent or unintelligent to seek aid, there the children of the people remained without the benefit of improved education; and I am not blind to the fact that my school district contains many such places which could be roused to exertion by nothing short of an Act of Parliament.

Work of eleven weeks.

But though upwards of 140 schools are now under inspection, I have not inspected them all, because during the greater part of the school year I was withdrawn from the duties of inspection to serve upon the Royal Commission of Inquiry into Primary Education in Ireland.

An account of the work of inspection done in 11 weeks since my return will represent the extent and heavy labour of this district. After inspecting the two Roman Catholic training colleges I began upon the 12th of September to examine ordinary schools, and at the end of 11 weeks I had inspected 46 such schools divided into 131 departments, and attended by 19,288 scholars. I had individually examined 12,234 children, besides 202 pupil-teachers and candidates for apprenticeship,

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* See my report for 1858; Minutes, 1858–9, vol. ii. p. 195.

† Perhaps I may be allowed to express my gratification that on occasion of the first school board election for Manchester, the well-informed and most intelligent manager of the excellent schools of St. Wilfrid, Manchester, stood at the head of the poll. I cannot doubt that Canon Toole will prove himself to be among the most useful members of that board.

and I had travelled 1,497 miles to and from the schools. An average week's work of inspection would stand thus :—

Separate schoolrooms - - -	12
Children present - - -	1,753
„ examined one by one - -	1,112
Certificated and assistant teachers -	10
Pupil-teachers - - - -	19
Miles travelled - - - -	136

In this account I include 34 night schools, where the exercises produced (3,478), were revised by me, but the examinations were conducted by the managers of the schools. The schools affording all this employment lie in Preston and Manchester, or in the neighbourhood of those populous towns. Their size and importance will be evident from the fact that on the average every school had an actual attendance of 418 children, and prescribed 266 scholars for individual examination; yet 10 of the schools included in this statement are rural, with an aggregate attendance of no more than 826 children. Such a load of work is, I believe, heavier than any inspector can properly undertake to discharge; nor could I have discharged it at all without the help of my efficient and trustworthy assistant, Mr. Harden, or without the co-operation of the school-managers and teachers, who with ready kindness have everywhere prepared the schools for inspection upon the appointed days, and removed out of the way those obstacles which though trifling in themselves, materially increase the labour by creating confusion and producing loss of time.

Schools of special merit.

As a large number of schools, which under ordinary circumstances would have been inspected by me, were visited by my substitute in 1868–70, I am not able to report in a complete manner upon the state of instruction and discipline in them. Some of the schools, however, which have been examined since my return to the duties of inspection, have reached so high a standard of excellence, that their names deserve record here. Among the many schools which I have not as yet personally examined, there are, I doubt not, some of merit equally high, which I should have had equal gratification in naming if I had recently enjoyed opportunities of testing them. Among the boys' schools which I inspected last autumn, the best appeared to me to be Manchester, St. Wilfrid; Manchester, Granby Row; Salford, St. Peter; Oldham; Gorton, St. Patrick's; Manchester, St. Anne; and Manchester, St. Alban. Of the girls' schools, the most remarkable were Preston, The Talbot; Preston, St. Ignatius; Manchester, St. Wilfrid; Salford, St. John. Among infants' schools I assign the first rank to Salford, St. John's male infants under a master of unrivalled skill, and to Preston, The Talbot; Preston, St. Ignatius; Manchester, St. Wilfrid; Manchester, St. Patrick; Manchester, St. William; Salford, St. John; and Eccles, under very successful mistresses. I do not think it possible that public elementary education should accomplish more than is effected in these schools and in others like them. Anyone acquainted even superficially with the daily life of the children frequenting them, and with the obstacles to school influences habitually offered by home example and street companionship, will be filled with admiration of the teachers whose labour has achieved so much.

Pupil-teachers.

In the course of September, October, and November, 1870, I held collective examinations of pupil-teachers and candidates in Preston, Manchester, and Salford. The subjoined table shows the number attending each of these examinations :—

	Male Pupil-teachers.	Female Pupil-teachers.	Total.
Preston, September 24th -	8	34	42
Manchester, October 15th -	31	70	101
Salford, November 5th - -	26	32	58
Total - -	65	136	201

In recent years the boy pupil-teachers of my district have failed as a class to do credit to themselves and their schools. Too many of them have broken off their apprenticeship; but few have continued their course to its legitimate conclusion by passing the admission examination at Hammersmith, and entering the training college. There is promise of improvement for the future. The teacher's calling now offers better remuneration than was formerly the case, and the competition of rate aided schools for masters of established repute must soon raise salaries still further. Meanwhile the special grants offered under Art. 90. of the Code, dispose managers to employ male pupil-teachers more freely than before, and among wise and beneficial measures in operation I must not omit the Home for boy pupil-teachers, lately opened in Manchester by the Rev. T. Quick of St. Austin's, by help of which lads may be brought from a distance and well cared for during an apprenticeship in one or other of the schools of that city.

Of the female pupil-teachers from this district I am able to give a better account so far as their career is tested by admission to training. From the Christmas examination of 1853 to that of 1870, both inclusive, they have furnished more than half (58 per cent.) of the whole number of girl pupil-teachers successfully passing the admission examinations for the Liverpool training school, and nearly three-fourths (72 per cent.) of those who in the examinations have earned the distinction of a first class.

The following table shows the numbers and per-centages year by year:—

RETURN of FEMALE PUPIL-TEACHERS who passed Examination for Admission to the Liverpool Training School, December 1863 to December 1870, inclusive.

Date.	Number passed.		Per-centage.	Number in First Class.		Per-centage.
	From Great Britain.	From this District.		From Great Britain.	From this District.	
December 1863 - -	39	20	51	11	7	64
„ 1864 - -	57	36	63	30	24	80
„ 1865 - -	42	27	64	17	12	71
„ 1866 - -	43	24	56	12	4	33
„ 1867 - -	32	17	53	9	8	89
„ 1868 - -	33	17	51	15	8	53
„ 1869 - -	37	23	62	14	13	93
„ 1870 - -	42	26	62	15	12	80
Totals for eight years	325	190	58	123	88	72

As a general result the Roman Catholic schools of Lancashire and Cheshire are entitled to the credit of having reared 58 per cent. of the whole number of female pupil-teachers, who since 1862 have passed into the only training school for Roman Catholic schoolmistresses, and 72 per cent. of those who gained the distinction of first class in the admission examination. In recognition of the service rendered by schools in producing successful pupil-teachers, and to stimulate the efforts of certain institutions which appear backward in this respect, it may be useful to distribute the credit among those who have earned it. In order to do this with an approach to fairness, it is necessary to show with the names of the schools, not only the number of pupil-teachers sent by each into the training school, but also the attendance of children and the amount of grant awarded; because the largely attended and liberally aided schools ought to employ the greatest number of pupil-teachers, and from amongst them to rear students for training in proportion to size and resources. In compiling the following table, in which this is attempted, I have used the figures given in the Appendix to the Report of the Committee of Council on Education for 1869–70, and wherever the school comprises a boys' department under a master, as well as departments for girls and infants, I have reduced the attendance of children and the amount of grant by one-third, on the assumption that the boys' room, where female pupil-teachers are not employed, has been attended by one-third of the whole number of children, and earned one-third of the grant. In the last column I show the character of teachers employed in each school, that the services of the most successful may be recognized.

RETURN of ROMAN CATHOLIC SCHOOLS which have successfully prepared female Pupil-teachers for the Training College, 1863–70 inclusive.

I.—LANCASHIRE. TOWN SCHOOLS.

Name of School.	Locality.	Children. (Estimated.)	Grant. £	s.	d.	Pupil-teachers prepared for Training.	Character of Teachers.
Liverpool—St. Mary -	Ray Street -	472	189	0	0	14	Sisters of Notre Dame.
„ St. Peter -	Seel Street -	325	172	0	0	10	„ „
„ St. Anthony	Newsham Street -	497	155	0	0	8	„ „
„ St. Nicholas	Hawke Street -	254	138	0	0	8	„ „
„ St. Helen -	Eldon Street -	393	169	0	0	5	„ „
„ St. Thomas and St. Will.	Edgar Street -	419	176	0	0	5	„
„ St. Thomas	Elm Street -	224	124	0	0	5	Sisters of Mercy.
„ Practising School.	Mount Pleasant -	142	88	0	0	4	Sisters of Notre Dame.
„ St. Anne -	Goulden Street -	299	158	0	0	4	„ „
„ Holy Cross	Fontenoy Street -	334	146	0	0	3	Sisters of Mercy.
„ St. Oswald	Old Swan - -	188	86	0	0	2	„ „
„ St. Francis Xavier.	Haigh Street -	556	304	0	0	1	„ „
						69	
Manchester—St. Chad -	Stork Street -	411	243	0	0	9	Sisters of Notre Dame.
„ St. Patrick	Livesey Street -	475	233	0	0	7	Presentation Nuns.
„ St. Wilfrid	Bedford Street -	405	231	0	0	6	Loretto Nuns.
„ St. Alphonsus.	Clarendon Street -	204	109	0	0	3	„ „
„ St. Alban	John Street -	143	54	0	0	1	Secular.
St. Mary -	Towman Street -	135	65	0	0	1	„
						27	

Name of School.	Locality.	Children. (Estimated.)	Grant. £	s.	d.	Pupil-teachers prepared for Training.	Character of Teachers.
Preston—St. Austin -	Lark Hill - -	263	107	0	0	5	Faithful Companions of Jesus.
„ St. Ignatius -	Ignatius Square -	415	203	0	0	4	Sisters of the Holy Child.
„ The Talbot -	Maudlands -	503	271	0	0	3	„ „
„ St. Wilfrid -	Fox Street -	281	147	0	0	1	„ „
„ St. Joseph -	Ribbleton Lane -	184	63	0	0	1	Secular.
						14	
Salford—St. John -	Cleminson Street -	312	164	0	0	3	Faithful Companions.
„ St. Peter -	Greengate - -	220	110	0	0	1	„ „
St. Helens—LoweHouse	Cowley Hill -	238	119	0	0	4	Sisters of Notre Dame.
„ Greenbank	Liverpool Road -	146	67	0	0	3	„ „
„ St. Joseph -	Parr - -	228	113	0	0	3	„ „
Wigan—St. John -	Dickinson Street -	279	140	0	0	3	„ „
„ St. Patrick -	Scholes - -	303	106	0	0	4	„ „
Blackburn—St. Anne -	Paradise Street -	291	156	0	0	5	„ „
„ St. Alban -	Penny Street -	412	205	0	0	3	„ „
Bolton—St. Peter and St. Paul.	Pilkington Street	194	94	0	0	3	Sisters of the Holy Family.
Chorley - - -	St. Mary - -	262	130	0	0	6	Secular.
Oldham - - -	Cardinal Street -	244	138	0	0	4	Sisters of Mercy.
Accrington - -	St. Oswald - -	172	88	0	0	2	Secular.
Warrington - -	King Street -	200	92	0	0	1	„

II.—Lancashire. Rural Schools.

Ashton-le-Willows -	- - - - -	146	78	0	0	4	Secular.
Hurst Green - -	- - - - -	113	51	0	0	2	„
Hindley - - -	- - - - -	275	126	0	0	1	„
Free Blundell (endowed).	- - - - -	82	1	0	0	1	„
Towneley - -	- - - - -	151	83	0	0	1	„
Sutton, St. Anne -	- - - - -	121	68	0	0	1	„
Prescot - - -	- - - - -	122	45	0	0	1	Sisters of St. Paul.
Lea - - -	- - - - -	34	18	0	0	1	Secular.

III.—Cheshire and North Wales.

Birkenhead, St. Wedburgh and St. Patrick.	- - - - -	206	124	0	0	10	Faithful Companions and Secular.
Macclesfield - -	- - - - -	118	59	0	0	2	Secular.
Edgeley, Stockport -	- - - - -	146	75	0	0	1	„
Hyde - - -	- - - - -	137	66	0	0	1	„
Holywell - -	- - - - -	101	45	0	0	1	Sisters of St. Paul.

Liverpool schools.

In considering the details of the above table two facts force themselves upon attention. First, it will be observed that schools in Liverpool have supplied nearly one-half of the female pupil-teachers qualified for admission to training, which serves to measure the influence of the Liverpool Training College upon the Roman Catholic population of the town. When the time comes for founding a second female training college, I hope its promoters will bear in mind the importance of selecting for it a site resembling Liverpool in extent of population and number of primary schools.

Nuns.

Another remark is this, that of the successful pupil-teachers six times as many have been reared by nuns as have been brought up by secular schoolmistresses. Indeed this up-bringing of well-handled pupil-teachers is perhaps the most useful of the school duties undertaken by nuns, and the one in which the superiority of the results effected by their labours is the most conspicuous.

As denominational inspection will so soon be discontinued, I may without impropriety take the present opportunity to offer a short statement regarding the various kinds of nuns teaching inspected schools

in this district, and to express the opinions which an experience extending over many years has led me to form.

Sisters of Notre Dame.

The most prominent position among religious communities of teachers is occupied by the Sisters of Notre Dame. They conduct the training college and practising school in Mount Pleasant, Liverpool, as well as nine of the largest girls' and infants' schools in the same town, viz.—St. Anne's, St. Anthony's, St. Alban's, St. Austin's, St. Mary's, St. Nicholas', St. Peter's, St. Helen's, and St. Thomas and St. Williams; in Manchester they teach the two schools of St. Chod and St. William; in Wigan the three schools of St. John, St. Patrick's, and St. Joseph; in Blackburn all the four schools; in St. Helen's all the four schools; and they have lately taken charge of the mixed school at Birkdale. The largest number of students for training have issued from their pupil-teachers. Like other active associations of religious women this community is of comparatively recent origin, dating from the first French revolution. Its mother house is at Namur, in Belgium, and it forms a complete and united organisation under a superior general who regulates the affairs of the various foundations, and removes members from one to another of them as circumstances appear to recommend. Christian education is the sole object of this sisterhood, and primarily the education of the poor; but in order to lighten the burden of maintaining poor schools they are accustomed to open pay schools for the middle classes, and they have established a few boarding schools. Everywhere education is their one work. While making the teaching of girls their chief care they do not object to receive boys of tender years into their schools. Thus they are enabled to take charge of infants' schools of the ordinary type as well as of girls' schools. Within the community no distinction exists among the sisters; all, however employed, are on an equality. In large populous places I know of no community so well qualified to promote education as the Sisters of Notre Dame.

Faithful Companions.

The Faithful Companions of Jesus are a teaching order of French origin, having their head-quarters in Paris. In and near Manchester they conduct several flourishing schools, viz., Manchester, St. Austin; Salford, St. John; Salford, St. Peter; Salford, Mount Carmel; and Pendleton. They also teach Liverpool, St. Patrick; Birkenhead, St. Mary; Preston, St. Austin's; and Chester, St. Wedburgh. It is understood that boarding schools where girls of the richer classes may obtain a good education form their first care; but they have been induced by charitable motives to add the charge of schools for the poor to this special work, and as they confine themselves entirely to education, and enjoy the advantage of being a numerous body under one superior-general, they seem destined to become of great service as accomplished teachers of elementary schools. One drawback, however, I am bound to mention, which is the reluctance they feel to admit infant boys into their schools. This disqualifies them for charge of the mixed infants' schools universal in this country.

Loretto Nuns.

The Sisters of the Institute of Mary, or, as they are popularly called, Loretto Nuns, are believed to form the oldest community in Christendom devoted to the education of girls. Their first foundress, Mary Ward, seems to have experienced as much opposition in the sixteenth century as would now-a-days be exhibited towards the most extravagant advocate of woman's rights. They conduct a boarding school in Hulme, and teach the two excellent schools of St. Wilfred and St. Alphonsus, Manchester.

Sisters of the Holy Child.

The Sisters of the Holy Child Jesus are a new congregation instituted in England by an American lady still living. They teach three large girls and infants' schools in Preston, and I am not acquainted with three schools conducted with better results.

Sisters of St. Paul.

The Sisters of the Presentation are of Irish origin. They teach the girls and female infants in St. Patrick's school, Manchester. Unlike the other sisters in my list they may not go forth to teach, but are strictly enclosed within certain precincts. Though they labour with admirable zeal and self-sacrifice, this circumstance of enclosure shuts them out from any considerable extension of sphere.

The aim of the Sisters of St. Paul, originally from Chartres, is peculiar, inasmuch as they settle in villages and smaller towns, two or three in a place, and undertake to teach boys as well as girls and infants. They conduct mixed schools on this plan in Crosby, Garstang, Rainhill, Southport, and Holywell. The difficulties, internal and external, to be encountered are so formidable that it can occasion no surprise if this scheme has not been very successful, and if the Sisters of St. Paul have been withdrawn from more schools than they retain.

Sisters of Mercy.

The Sisters of Mercy who sprung up in Dublin about thirty years ago, are not strictly a teaching community. Their objects are to protect orphans, to shelter servants out of place, to visit the sick, and to afford religious instruction to ignorant adults. To these various works of mercy they have added the superintendence of national schools in Ireland. Within my district they teach in Liverpool four inspected and one uninspected school, viz., Mount Carmel, Mount Vernon, St. Francis Xavier, St. Oswald, and St. Vincent; and they also teach schools in Oldham, Shrewsbury, Douglas, and Lancaster. The houses of these sisters are separate and independent one of the other, and the inmates are subdivided into two classes. Several of their schools are well conducted, but I cannot refrain from expressing my conviction that they would have achieved a larger and sounder success in England if they had never made practical acquaintance with the Irish national system.

Among Irish national teachers nuns form a class apart; the commissioners have a separate code of rules for them, they pass no examination to prove their qualifications; they receive no personal salary; they are bound to no individual service. The community *in globo* is accepted as teacher of the school, and receives a stipend upon the number of children in attendance. In these schools the commissioners further pay a staff of monitors, who in fact are often the teachers though not responsible for the teaching. Registers are left to be marked by the monitors; some of these schools have no managers beyond the community and no existence separate from the convent. Though under the English system nuns in charge of schools are neither privileged nor ill-treated, but fare precisely as other teachers in proportion to ascertained merit, yet where nuns are or have been connected with Irish national schools, I commonly observe among them more or less of tendency to act upon methods which in the interests of the children it is indispensable to resist.

Other communities.

I have now gone through the principal teaching communities. There are a few more of less note. The Oblates of Mary, newly formed in France, teach a small school in Rock Ferry. A congregation of Sisters of Charity teach in Pantasaph. The Sisters of the Holy Family, instituted to provide homes for females employed in factories, have undertaken to teach several schools in Bolton-le-Moors as well as St. Joseph's school, Sutton.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, JOHN HALL, ESQ., A.B., *on the schools connected with the* CHURCH OF SCOTLAND *and other schools, inspected by him in the Counties of* AYR, BUTE, DUMFRIES, KIRKCUDBRIGHT, *and* WIGTOWN.

MY LORDS, Irvine, January 1871.

District reported upon.

YOUR Lordships having in the beginning of the year 1869 determined upon the appointment of a seventh inspector for schools connected with the Church of Scotland, a re-arrangement of school districts became necessary. The effect of that re-arrangement upon the geographical limits of my field of operations was, while leaving the main and more populous part of my district (Ayr, Kirkcudbright, Wigtown) unchanged, to deprive me of the Western Islands and the county of Argyll, and to substitute the counties of Dumfries and Bute instead, a result which, as it no longer requires me to traverse Scotland almost literally from "Maidenkirk to John O'Groats," must prove of threefold public benefit in "economy of time, money, and personal fatigue." Its effect upon the amount of my official work other than travelling was to reduce the number of schools referred to me for inspection from about 220 to 185. And farther, this change having been made several months before any part of Dumfries or Bute required to be visited, I am enabled now to report on the new part of my district with a knowledge of its schools derived from not less than two examinations of them.

Number of schools visited. For simple inspection. For annual grants.

As already stated, the number of schools visited by me in 1868–69, was 185. To this number 11 were added in the following year, the number upon which I am now to report being thus raised to 196. Of these, which, with two days' assistance from Mr. Calder, were all overtaken within the year, four were visited for simple inspection with a view to the examination of the teachers for certificates at the Normal schools, and the rest, 192, for annual grants. The number of teachers, pupil-teachers, and scholars is shown in the following table marked A., in which are also tabulated the corresponding figures for the year 1868–69 in order to preserve the continuity of the record, and for the sake of comparison :—

TABLE A.

Year.	No. of Schools visited.		Number of Teachers.				Number of Pupil-Teachers.			Number of Scholars.						
	For Annual Grants.	For Simple Inspection.	Certificated.	Not Certificated.	Assistants under Minutes.	Total.	Male.	Female.	Total.	On the School Registers.	In Average Attendance.	Present on the Day of Visit.	Qualified for Examination.		Examined in the Standards.	Examined as Infants.
													Under the Standards.	As Infants.		
1868-69	182	3	228	3	1	232	139	49	188	22,108	17,912	18,609	15,215	1,382	10,880	896
1869-70	192	4	237	4	—	241	157	54	211	22,813	18,471	19,397	15,408	1,278	11,407	791

School accommodation.

Reckoning as usual at the rate of eight square feet of superficial space for each child, the schools under consideration provide room sufficient for the accommodation of 24,612 children, that is to say, they afford space for 1,800 children in excess of the aggregate on the school regis-

ters at the time of inspection, a margin that will not appear too large when it is remembered that many of the schools are visited at a time when they are most thinly attended.

School buildings.

As regards the state of the school buildings and offices I have little to add to my former remarks. I may describe their condition as satisfactory on the whole. Within the last few years the efforts put forth for the improvement of those schools which have, from time to time, been reported to your Lordships as requiring repairs, enlargement, or modification, have become less and less, till now they are I may say almost nil. The reason assigned is one which is made to cover a good many shortcomings, namely, the non-appearance of the long hoped for educational measure for Scotland. It is, however, gratifying to know that this almost complete stagnation of effort induced among managers by the uncertainty as to what may be the result of the legislation still pending on the educational future of Scotland is irksome to none more than to themselves, and that while they differ widely in their ideal of what a Scotch bill ought to be, they are all agreed in desiring an early and, as far as may be, a complete settlement of the educational question in Scotland.

List of defective school buildings.

The following is a list of those schools in this district that most urgently call for attention :—

Ardrossan Parish School.—Too small. Part of the scholars instructed in an adjacent building rented by the master.

Beith Parish School.—Has no class-rooms.

Craigie Parish School.—Too small and otherwise unsuitable.

Maybole Parish School.—Class-rooms required and sundry repairs.

Maybole West Church School.—Too small. Low roof. Area of floor six square feet per child in average attendance.

Wallacetown (Ayr) E. C. School.—Consisted originally of two apartments of a dwelling-house, and is noisy in consequence of its proximity to the street traffic. Low roof, 9 feet 6 inches. Offices fair in circumstances but unsuitable. Ventilation defective.

West Kilbride Parish School.—Too small. Noisy from the nature of the floor and the want of class-rooms. Desk accommodation insufficient.

Collin (Torthorwald) Side Parish School.—An entirely new building required. Height of roof 7 feet 6 inches. Square feet of floor area per child about 6.

Dalbeattie Parish School.—Too small, without class-rooms, for the proper accommodation and working of a staff of five.

Kirkgunzeon Parish School.—Much too small. Floor space per child in average attendance not more than 7 square feet.

Penningham Parish School.—Too small. Floor space per child less than 8 square feet. No suitable class-rooms.

Kirkmaiden Parish School.—Very much too small for the children attending it. Area of floor about 6 square feet per child. Height of roof 9 feet. Situation bad.

Furniture.

As regards the supply of books, slates, maps, and furniture generally I have in nearly every case been able to report favourably; there appears to be every desire on the part of the managers to provide what is necessary. Indeed in some cases the provision is more ample in certain directions than is at all needful. I have some recollection of having seen schools in which, though the books were much "tattered and torn" and the slates "fragmentary" money enough had yet been found wherewith to embellish the walls with a gorgeous set of maps and illustrations which gave a promise to the eye of an acquaintance with the earth's surface and haply a science or two which the appear-

ance of the school otherwise and its subsequent examination went far to contradict. There are two points, therefore, to which it may be of some benefit to draw attention. And first as regards books; I have frequently found myself justified in reporting the supply of books as sufficient when I could not but be sensible of their dilapidated state. Books.

My experience is that many of the reading books now in common use are so flimsily bound as to give way in a very short time under the careless handling to which they are subjected by most boys and girls. The possession of cheap books is one of the advantages accruing to the modern elementary schools from the cheapening of literature; but apparently the cheapening process has chanced in the eagerness of competition to be carried a step too far. At all events an additional farthing's worth (or less) of labour expended on the stitching and binding of our school books generally would, I am sure, be appreciated by teachers and all concerned as a present good not less than a future saving besides. Their binding.

The double binding, which is, I believe, a feature in the series of school books published by the Messrs. Murby, appears to me therefore to supply a felt want successfully, and if books bound after that method can be furnished at the former rates, as I have no doubt they may, managers and teachers would do well to show a preference for them, other things being equal. Double binding.

There is another regard in which, as far as it depends on the publisher, our school books might be improved. It is common to find the reading books of the lower Standards and younger classes much destroyed by the process of thumbing by which the printing adjacent to the lower and inner margins of each page is in most cases quite worn away, and each lesson rendered more or less defective in consequence, and that long before the books can be regarded as having served their time. The inconvenience hence arising may, perhaps, appear trifling to some, but it can be truly estimated by those only whose business it is to instruct or to examine large numbers of children. It may not therefore be out of place to suggest here what may prove a remedy. It is a very simple and obvious one. All that would seem to be necessary would be to print the books with margins sufficiently wide for the printing to escape the destructive pressure and friction of the thumb. The outer and upper margins might even remain as at present, the inner and lower ones only being enlarged. Were this plan adopted the page might to a printer's eye appear defective in symmetry, but what it lost in that respect would, without doubt, be amply compensated by increased utility, and, with both binding and printing done after the methods here indicated, much more durable books than those at present in ordinary use might be produced. I speak in the interest of poor schools, many of which find it a matter of some difficulty to supply the waste of books arising from the daily tear and wear. There appears to be no sufficient reason why a book should not serve two, three, or even four members of the same family, the younger inheriting it from the older when the latter had passed beyond it. Narrow margins. Suggestion.

The second particular of which it may be not inappropriate to speak under this head has reference to the slates. In my last general report I took occasion to remark upon the negligent manner in which the writing lessons of the lower Standards were too often conducted, pointing out at the same time the necessity for much greater attention being given to a suitable preparation of the slates and pencils by ruling and sharpening respectively. With the spirit in which my suggestions on this point have generally been received I have every reason to be gratified; but of some schools the terms of my last report are as descriptive as before. Slates.

and for that reason I venture to return to the subject, even at the risk of appearing to repeat what I have already said. It seems almost superfluous to say that the attention given to the instruction in writing on slates should at least equal that which all teachers are ready to bestow on the same subject when paper is used. But although most teachers are prepared to admit that such ought to be the case it is not every one who has his practice in accord with his theory in this matter, and therefore I should like very much to see teachers adopt some uniform practice with regard to the preparation of the slates. They should either accustom their scholars to rule their own slates for each writing lesson, or, which is much to be preferred, themselves furnish all the slates with permanent lines. When a new slate makes its appearance in school it is much more likely to be unruled than ruled, and consequently it ought to be the teacher's first care *carefully* to cover it with the invaluable *permanent* lines (not graven too deeply) so necessary for efficient instruction in writing. Indeed, to go farther, I should like to see the tradesmen who provide slates wholesale relieve teachers of this duty, and issue their slates already ruled. For school purposes the unruled slate must appear a very imperfect instrument under any circumstances, but most of all under the Revised Code system, in which it plays so conspicuous a part in the instruction of probably more than seven-tenths of a school in writing. The most serviceable kind of ruling will probably be found to be a system of parallel lines covering the slate from top to bottom, and about a quarter of an inch apart, similar to the blue lines on the examination schedule: and the intelligent teacher will find no difficulty in accommodating such a system to the several requirements of each of his three lowest Standards. If both sides of the slate were ruled one side might be made suitable for text and the other for half-text. The Messrs. Collins and Sons inform me that were a demand to arise for ruled slates they could furnish them at prices not exceeding the present rates by more than a penny or twopence *per dozen*.

Ruling of slates.

Price of ruled slates.

Log-book.

My experience of the way in which teachers keep the log-book agrees very closely with the description given of it by other Inspectors in their reports. The well kept log-book is the exception. It would, I fear, be giving a too favourable account to say that 15 per cent. of the diaries in this district are either interesting or useful. The ruling idea with most teachers appears to be that to "make an entry" is sufficient, and that the nature of the entry need not be very minutely regarded; and to *that* extent the log-book is perhaps duly attended to, but in no other sense can it be said that sufficient pains are taken by the teacher to conform to the requirements of the Revised Code, Art. 57, which enjoins him to keep a daily record of such facts "concerning the "school or its teachers as may require to be referred to at a future "time, or may otherwise deserve to be recorded." One of the chief uses of the log-book being thus to preserve to a teacher or his successors a trustworthy record of school-keeping, it consequently follows that such a record, to be of any value whatever, must of necessity be correct. No entry at all is better than one that misleads; and one that describes a school as presenting no variation in any of its features for months, or even for longer periods, is manifestly incorrect—is, in fact, a make-believe; and therefore I cannot but think that in the general case the log-book is of no practical utility whatever as far as the teacher's entries are concerned, while the apologetic air with which it is at times presented for inspection shows that the teacher occasionally feels it too. But though, in consequence of the nature of the entries usually made in it, the main intention of the log-book is altogether missed and its value reduced to the minimum, there is one circumstance which gives it

the greatest practical value. The Revised Code directs that, whether favourable or the reverse, the Inspector's estimate of the condition of the school, of which a duplicate is sent to the manager, shall from year to year be entered in the log-book, and the accuracy of the copy certified by the acting manager. This is always done, and thus a reason is supplied for which, even if there were no other, a place may well be claimed for the log-book on the table of every inspected school.

Log-book, &c. to be provided out of school funds.

The log-book, registers, and portfolio ought always to be provided out of the school funds, and not at the teacher's own charges, so that no unseemly contention need arise as to ownership on the occasion of a change of teachers.

Tables showing amount and character of work.

The following tables marked B. and C. are intended to show the amount and, as far as may be, the character of the work done in the schools inspected and examined by me in each of the two years which have elapsed since the date of my last general report:—

TABLE B.

Standard.	Year ended August 31st 1869.										
	Number examined.	Number examined expressed in hundredths of the whole.	Number on Schedule for Examination, but absent.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centages.
				Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,924	27·0	368	2,818	2,686	2,503	8,007	96·37	91·86	85·61	91·28
II.	2,614	24·1	254	2,562	2,572	2,265	7,399	98·01	98·39	86·65	94·35
III.	1,919	17·7	211	1,893	1,728	1,629	5,250	98·65	90·04	84·89	91·19
IV.	1,453	13·4	150	1,432	1,107	1,166	3,705	98·53	76·18	80·24	84·99
V.	1,054	9·7	100	1,039	904	852	2,795	98·57	85·77	80·83	88·39
VI.	689	6·4	62	685	629	493	1,807	99·42	91·29	71·55	87·42
VII.	177	1·6	16	175	172	149	496	98·97	97·17	84·18	93·41
Totals	10,830	100·	1,101	10,604	9,798	9,057	29,459	97·91	90·47	83·63	90·67

TABLE C.

Standard.	Year ended August 31st 1870.										
	Number examined.	Number examined expressed in hundredths of the whole.	Number on Schedule for Examination, but absent.	Passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centages.
				Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	3,046	26·7	308	2,922	2,897	2,690	8,509	95·93	95·10	88·31	93·11
II.	2,620	23·0	284	2,579	2,581	2,395	7,555	98·43	98·51	91·41	96·12
III.	2,156	18·9	190	2,133	1,943	1,906	5,982	98·93	90·12	88·40	92·48
IV.	1,460	12·8	131	1,433	1,087	1,224	3,744	98·15	74·45	83·84	85·48
V.	1,063	9·3	84	1,050	854	935	2,839	98·78	80·34	87·96	89·02
VI.	729	6·4	66	724	648	558	1,930	99·31	88·89	76·54	88·25
VII.	333	2·9	29	332	313	259	904	99·70	93·99	77·78	90·49
Totals	11,407	100·	1,092	11,173	10,323	9,967	31,463	97·95	90·50	87·37	91·94

Comparison of year 1869 with 1870.

From a comparison of these tables it will be seen that although the year 1869–70 does not in each and every particular show an increase of efficiency over 1868–69 it is nevertheless characterised by very decided improvement in some respects. Taken as a whole the results in reading and writing, as measured by the per-centage of passes

obtained in those subjects, are almost identical in both of the years now reported on, while, viewed with reference to arithmetic, the work of 1869–70 is materially better than that of the year preceding it. A comparison of the district with itself in the two successive years just ended thus shows that it is improving. The following statistics will serve to show how it stands among the other Church of Scotland school districts:—

Comparison of district with itself.

With Church of Scotland schools.

In Church of Scotland schools there passed in the year 1869–70—

98·17 per cent. in reading.
91·05 „ writing.
87·34 „ arithmetic.

In this district in the same year there passed—

97·95 per cent. in reading.
90·50 „ writing.
87·37 „ arithmetic.

General character of standard work.

These general results appear to me not unsatisfactory, but before they can be taken as sufficiently indicative of the efficiency of the schools from which they are gathered they must be subjected to some process of reduction. I shall not undertake to say to what extent such a process should operate, but shall merely content myself with pointing out the circumstance which makes it necessary that they should be received with some qualification. I refer to the proportion of scholars presented out of the number actually eligible for examination in the Standards in virtue of age and attendances made at school. Every scholar above the age of 6 who has kept attendances to the amount of 200, that is, who has attended each meeting of the school for 20 weeks, may, according to your Lordships' regulations, be presented for examination in one or other of the Standards. The numbers returned as being so eligible in the several parts of my district during the year 1869–70 amounted in the aggregate, as shown in Table A., to 15,408, while the number actually presented in the various Standards was 11,407. From Table C. it appears that, of the scholars named on the schedule and intended for examination, as many as 1,092 were struck off as absent on the day of visit, either deliberately or from some sufficient cause, such as sickness, inclement weather, &c. Or, to express it differently, it appears that out of every 100 scholars eligible by age and attendances for examination in the work prescribed for the Standards, 74 were actually presented under the several Standards, 7 who were expected to present themselves for examination were from various causes absent, while the rest, 19, not named on the schedule, were either not accounted for at all or only insufficiently so. This being the general result, it follows of course that particular schools have come short of this proportion, and presented only a comparatively small part of the scholars whose names ought to have been inscribed on the examination schedule. With the operation of the Revised Code suspended in Scotland as regards money payments, the tendency to withhold scholars unlikely to pass having had no check beyond that arising from exposure in the Inspectors' reports or from warnings addressed to the managers from the Council Office, both of which have too often passed unheeded, has seemed gradually to develop itself into a systematic practice. Of course such a system cannot be too strongly condemned. In its essence it amounts to a practical re-introduction of an evil which it is one of the chief boasts of the Revised Code to have eradicated, namely, the nurturing of the sharp at the expense of the dull for the sake of effect. For if the dull scholar be withheld from examination there is no sufficing guarantee that his interests are attended to as they ought to be. To

Tables to be received with some limitation.

Per-centage of scholars presented, absent, not presented.

This per-centage small in some schools.

Practice of withholding dull scholars.

Evil of this.

judge, then, of a school by the per-centage of passes obtained in the Standards without reference to the proportion borne by the scholars presented to those withheld can of course give only a rough approximation to its true efficiency, and therefore your Lordships, looking to the growing prevalence in Scotch schools of the practice referred to, have determined that in future, instead of repeated warnings on the subject, the grant will not be held as earned unless a fair and honest presentation of scholars be made in each school. Its future treatment.

As this decision is recent and may not yet be generally known among teachers and school managers, it seems proper to refer to it here. In connexion with this subject the following statistics may be reproduced from the Blue Book for 1869-70:—

Proportion of scholars presented in Scotland.

Denomination.	Qualified for Examination.	Presented in the Standards.	Number presented in the Standards expressed in hundredths of the Number qualified.
Church of Scotland schools.	88,612	65,309	73·7
Free Church schools -	46,841	32,839	70·1
Episcopal schools -	5,910	4,389	74·3
Roman Catholic schools	6,944	5,088	73·3
In Scotland - -	148,307	107,625	72·57
In this district -	15,215	10,830	71·18

These figures refer to 1869, and from what has been said it will be observed that this district shows an *increase* of 3 per cent. in respect of the number of scholars presented for examination in the year ended 31st August 1870.

Reading. Its general character.

Before proceeding to speak of reading I must give expression to the general statement that it is marked, in the great majority of cases, by the same defects as before, namely, by want of expression and by what is more to be regretted, want of intelligence. Bearing this in mind, then the general efficiency reached is perhaps sufficiently indicated by the per-centage of passes—98 nearly—obtained in the examinations in that branch. In none of the Standards except the first are the results less satisfactory than this, the general result. That the first Standard should compare so unfavourably in reading with the others is probably owing to the circumstance that in Scotch schools it is not, as far as known to me, usual to restrict the members of that Standard to the narratives in monosyllables pure and simple to which, according to the strict letter of your Lordships' requirements, the managers and teachers might if they saw fit confine them. The limit prescribed is much oftener overpassed than observed, and the book in use is generally a degree or two harder than it need be. I am not sure that this is an unmixed good. In this Standard the books in use are often sufficiently advanced to serve for the second, or even the third Standard. But along with this an unmistakeable tendency to limit the part professed of the book in hand to a few leaves has shown itself. The portion pointed out by the teacher as that over which his scholars have gone comprises, in almost every case, only a very small fraction of the whole book; and I have more than once been satisfied, by actual observation, that parts of the lessons prepared had been traversed and re-traversed till they had well nigh been committed to memory. Of course, when such has been the case, it has been a remedy at once necessary and sufficient to call for the book immediately preceding in difficulty the one in the hands of the scholars, and to judge of their advancement by their ability to read it

Passes.

Advanced character of reading books in Standard I.

This not satisfactory.

Reading from memory.

as it opens. But it may easily be imagined that, apart from the bustle and delay thereby induced, there are numerous reasons which make it extremely undesirable that such a course should require to be adopted, and therefore I have, in all cases of this kind, whether found in the first Standard or in the others, informed the teachers that I could not hold a performance so obviously of the nature of a special preparation as this as a sufficient indication of their scholars' attainments in reading, impressing upon them at the same time that, as far as possible, no extensive changes in the reading books should be made till after my visit had taken place.

Use of slate in teaching to read.

Before passing from this head there is a point connected with it to which it seems necessary to refer. I mean the use of the slate as a means of teaching to read. As far as I have been able to observe, the method usually followed in the initiatory reading lessons is that generally known as the alphabetic. A good form of this method, and one which, as it deals largely in attracting the interest and exciting the curiosity of the learner, is attended with a good measure of success, is as follows:—In view of a black-board, conveniently placed and suitably furnished with permanent ruling intended to assist the teacher in maintaining an uniform proportion in his formation of the letters, are ranged the learners in one row or more, according to convenience, with their teacher before them, who, chalk in hand, begins the lesson by asking attention to the letters (and at a later stage *words*) he is about to form on the board. No one is allowed to speak during the formation of the characters, but each individual of the group is expected silently to arrive at the name and power of the letter that is being built up before him. Then follow the questioning, individual and simultaneous, and the other features of the system, which is too well known to require any farther description of it here. Teachers who follow this method speak very favourably of it, and from my own observation I am well inclined to believe that it possesses the elements which lead to success. At the same time I cannot but think that it halts half-way, inasmuch as it makes no demand on the pupil to reproduce for himself the characters he has learnt by observation. "In all study of form the "eye must observe and the hand reproduce," and therefore the method referred to seems to lack its fitting complement in making no provision for the use of the slate. The treatises on method inculcate the introduction of the slate at this early stage, but I do not find that teachers avail themselves of its aid to any appreciable extent. I am quite satisfied that they would find it beneficial to do so. And there are other reasons which make it desirable that the slate should hold a prominent place in the instruction of even the youngest. By giving occupation to restless hands it promotes order; and the familiarity in the use of the pencil and slate, arising from the early use of them, would doubtless do much to lessen the oft-complained-of difficulty of the step which separates infants from the members of Standard I.

Slate seldom employed.

Additional reasons for the early use of the slate.

Writing.

In writing the failures amount to 9·5 per cent. Under the term writing is included spelling, which contributes by far the largest number of failures; the failures in penmanship above the first and second Standards being very few, if any. I am able to report decided improvement in the penmanship of the lower Standards, an improvement which, as it arises from increased attention to the root of the matter—the ruling of the slates—is doubtless in process of extending itself to the higher Standards also. There is, perhaps, in the lower Standards, in which for the most part the writing is done on slates, a tendency to make the writing too small. It is neither required nor intended that the members of the second and third Standards should write a fine small

Improved writing in Standards I., II., III.

Size of writing best suited for Standards I., II., III.

hand. In the first Standard I prefer text, in the second half-text, and in the third a hand not much smaller than half-text, and the slates ought to be prepared accordingly. And were these degrees more carefully observed than they are, it is not too much to expect that better and more shapely handwriting would, as every one must wish, be attainable in the fourth Standard, which, as will be seen from the second columns of Tables B. and C., is the limit beyond which the instruction of a large per-centage of the scholars is not carried, owing to the irregularity of their attendance and early withdrawal from school.

Improvement in writing of Standard IV. desirable and attainable.

Of the successive steps in writing made by a scholar in passing from the lowest Standard to the highest, the most difficult in actual practice is undoubtedly that which carries him from the third Standard to the fourth, at which stage he discards the slate for paper in the performance of his exercises in dictation. That it should be so is to me a matter of surprise, affording a strong reason why teachers generally should seriously reconsider their methods of treatment as bearing upon this particular subject.

Most difficult step in writing.

In the past year 90 per cent. of the scholars presented under the *third* Standard passed in writing, while in the *fourth* not more than 74·45 succeeded in doing so. The difference, 16, between these two per-centages may be taken as a measure of the difficulty experienced by the scholar personally in passing from the lower of these Standards to the higher, but I am reluctant to believe that it even approximately measures the degree in which the writing exercise prescribed for the fourth Standard exceeds in difficulty that required of the third. To assume that it does, would only be to overstate the difference between those two Standards without contributing any explanation of the deficiency which here presents itself. Nor is it a sufficient explanation to say that the comparative novelty of writing on paper accounts for the falling off in the number of passes observable at this stage, for the scholar generally has a copy-book for a considerable time before he comes to occupy the fourth Standard, and is therefore, or ought to be, quite familiar with paper. I prefer rather to ascribe the large per-centage of failures contributed by the fourth Standard in this branch in great measure (1) to the unintelligent character of the reading of most boys and girls at this stage, and (2) to the fact that the exercise of writing to dictation is not sufficiently practised owing to the increased expense in providing the necessary paper. If this inference is correct, and I think it is, the remedy is not far to seek. First, the reading must be improved either by greater frequency on the part of the teacher in reading aloud to his scholars, by *systematic* explanation of, and questioning upon the subject matter of the lessons, by occasional paraphrasing, or by all of these combined. This is essential; for, before a boy can have even a fair chance of reproducing with correct spelling and punctuation a passage of the kind read to him in the fourth Standard, he must have an intelligent apprehension of its meaning to guide and give him confidence. If he is destitute of this it ought to surprise no one, if, blindly groping, he frequently produces on paper such combinations as never figured there before, and which would puzzle the most ingenious cryptographist to decipher. Second, the exercises in dictation ought to be practised as frequently as the means of the parents or the funds at the disposal of the school for providing paper permit. When the want of paper constitutes an obstacle, as it sometimes does in poor schools, the slate should be reverted to; indeed, in no case should its use be so utterly discarded as I have reason to fear it too frequently is in giving dictation to the Standards above the third.

Standard IV. compares unfavourably with III. in spelling.

Probable causes of this.

Remedy to be found in improved *reading* and in more frequent writing to dictation on paper or on slates.

Slate too little used for writing in Standards IV., V., VI.

Arithmetic.

A glance at Tables B. and C. will show how thoroughly good is the past year's improvement in arithmetic, and how equally the six Standards must have participated in the increased attention required to produce it.

Proportion of scholars presented for examination *above* Standard VI.

About 3 per cent. of the scholars examined have occupied the seventh Standard as it is called. The reading and writing required of them have not differed materially from the same subjects in the sixth Standard. Their examination in arithmetic has usually comprised questions in practice, bills of parcels, vulgar fractions, and proportion (including interest), and it has usually appeared that their knowledge of the three last-named rules was superior to their acquaintance with the first.

Age of scholars and mean duration of school-stay.

From the second column of Table C., which gives the per-centage of scholars presented for examination in each Standard, it will be seen that 81 per cent. (*i.e.* the great bulk) of the children who actually participate in the examinations are spread in various proportions over the Standards lower than the fifth, while only a comparatively small portion of them share in the work prescribed for the fifth and sixth; and further, from statistics supplied from the Council Office, it appears that of every 100 scholars returned as being on the school registers at the time of inspection, 64·4 are less than 10 years of age, and not more than 14·5 older than 12 years. These figures, which are nearly identical with those of my report for 1868, will serve to indicate the average duration of school-stay in the district, and the amount of the instruction received while that school-stay lasts.

Comparison of counties forming the south-west district of Scotland.

The preceding review of school work may be rendered more complete by the addition of the subjoined Table D. It shows the distribution of the schools over the district, the increase in their number, and the relative efficiency of the different counties.

TABLE D.

County.	Year 1868-69.						Year 1869-70.					
	Number of Schools.	Scholars presented in the Standards.	Per-centage of Passes in			Total Per-centages.	Number of Schools.	Scholars presented in the Standards.	Per-centage of Passes in			Total Per-centages.
			Reading.	Writing.	Arithmetic.				Reading.	Writing.	Arithmetic.	
Ayr - -	94	6,884	98·34	91·78	85·68	91·93	104	7,358	99·48	91·35	88·56	91·13
Bute - -	7	185	97·84	94·59	82·70	91·71	7	178	98·31	94·94	78·65	90·64
Dumfries -	30	1,500	98·07	88·80	77·13	88·00	32	1,538	97·66	86·86	81·21	88·58
Kirkcudbright -	31	1,306	95·71	87·82	82·23	88·59	28	1,102	98·09	91·19	86·84	92·04
Wigtown -	23	955	97·59	86·49	81·15	88·41	25	1,231	96·26	88·71	88·14	91·04
Totals	185	10,830	97·91	90·47	83·63	90·67	196	11,407	97·95	90·50	87·37	91·94

Pupil-teachers.

In the past year the number of pupil-teachers examined amounted to 211,—males 157, females 54; and the candidates for apprenticeship to 81,—males 55, females 26; presenting themselves at the following stages:—

Stages at which examined.

As candidates - -	81	At end of 3rd year - -	53
At end of 1st year - -	57	„ 4th „ - -	42
„ 2nd „ - -	52	„ 5th „ - -	7

Their attainments in

With only one exception, a girl entering her 5th year, the pupil-teachers were successful in obtaining their stipends.

In my report for 1868 I took occasion to remark on the small share taken by pupil-teachers generally in any of the school-work beyond the drudgery of the merest elements, pointing out also that in school keeping and in the art of teaching their attainments were not of so high an order as could be desired, especially in the last half of their term of service. This, for which there was perhaps a certain degree of excuse, is now, it is satisfactory to know, in process of being remedied. In the editions of the Revised Code published previous to 1869, the requirements as regards teaching in each year of apprenticeship were not specified in the broad-sheet by which teachers are required to regulate the instruction of their apprentices. This omission, which it appears was accidental, is now fully supplied,* and the pupil-teacher's true function, as regards his share in the school-work, defined, a circumstance which, as far as it affects the apprentice, is obviously calculated to exercise a beneficial influence on his own studies not less than on his daily service.

school-keeping and in the art of teaching likely to improve.

In the class list published with reference to the recent examination of candidates for admission to Normal schools the names of 26 pupil-teachers from this district are found. They are classed as follows :—

Pupil-teachers successful in Normal school examinations for admission.

First Class.		*Second Class.*	
Males - -	6	Males . - -	10
Females - -	7	Females - -	3
	13		13

Of the religious knowledge and other work not included under the Standards, I shall not speak in this report. It may suffice to say that in all the better schools of this district the usual extra branches are well, and in some of them extensively, taught, and that in none are they altogether neglected. In his report for 1868 Dr. Middleton has shown conclusively that in the district to which he was then attached the higher work had not been pushed aside by the greater prominence given to Standard work under the operation of the Revised Code, and there is every reason to believe that on investigation the other Scotch districts would be found similarly conditioned in this respect.

General statement as to amount of instruction above the Standards.

I have the honour to be, &c.

JOHN HALL.

To the Right Honourable
The Lords of the Committee of Council on Education.

* Report, 1868–69, pp. lxvi and lxxx.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector,* D. MIDDLETON, ESQ., LL.D., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* LANARK *and* RENFREW.

MY LORDS, Bothwell, January 1871.

I HAVE the honour to lay before you my general report for the year ended 31st August.

Last district. In parting from my former district, it would be ingratitude not to acknowledge the great personal kindness I met, and the earnest desire both of school managers and of teachers (with few exceptions) to make the schools as efficient as possible, without regard to non-school con-

Present district. siderations. My present district is comparatively small in area, only two counties; but it is large in population, and rapidly enlarging. The population in 1861 was 809,127, it must now be much larger. The ground is not new to me, for during the first three years of my official work, the late Dr. Woodford and I had to inspect all over Scotland.

Increase of inspected schools. It is curious to look back to his last report referring to all Scotland, Minutes 1855, p. 699, where it is stated, that during the previous year we had 27,906 children present. During the past year I had within my present limited bounds 34,163 children present. In 1854 two inspectors in connexion with the church of Scotland were employed; at the present time there are seven inspectors and two inspectors' assistants. These facts alone indicate the great increase of schools under inspection during the last 16 years.

Work done. With the co-operation of my excellent assistant Mr. Calder, I have been able to overtake all the annual grant cases, and all cases where the teachers wished to come in for certificate. Simple building grant cases we have been unable to touch. This is not much to be regretted, for I have almost universally found my visit powerless, unless an annual grant depended on my report.

Schools. We examined at 196 school establishments, and found 34,163 children present.

Staff. The school staff consisted of,—

337	Certificated teachers.
562	Pupil-teachers.
51	Non-certificated teachers.
79	Sewing mistresses.
1,029	Total.

This is quite an army to review and report on, probably the largest in any Scotch district. The number of schools is steadily increasing, and probably the time is not far distant when Mr. Calder and I will find ourselves entirely overtasked.

Night schools. Last spring the distraction of 23 night schools so cut up my usual hours for reporting, that to my regret I found myself unavoidably a fortnight late with my school reports. Mr. Calder very kindly offered to take the entire charge this year of examining these schools. On my representing the case, your Lordships authorised the course suggested. I beg to express my thanks for this great relief, and my hope that for the current year my reports may be up to time. As to night schools the remark is obvious, it is a pity that the necessity for them exists; but it does exist, and it will probably be long before it is

eradicated. It is a deeply interesting thing to see bearded young lads and grown young lasses, after their hard day's toil, struggling at night with difficulties long since mastered by well educated children of from six to 10 years of age. With the different ages and deficiencies of night scholars, classification is almost impossible, each one has some special deficiency, the only reason of attendance. Thus the teaching is so much individual, that heavy strain is laid on the teaching power. It seems to me that no class of school so much demands practical skill on the part of the instructors, and in no other is it so difficult to obtain that skill. I found a considerable number of trained teachers who were attending the University during the day, but a larger number of the untrained, and of those who had unscholastic employment during the day. Regarding the latter class of teachers I have to say, that while not very skilful and often not very well educated, they seemed very willing in their work, and did it with that considerate fellow feeling which is equally necessary in the teaching of night schools, and in the inspection of them. In respect of discipline, it was on the whole, fully as good as could have been reasonably expected.

Mixed character of schools.

I may here say, that a large proportion of the schools in my present district have no distinct church connexion, it was so also in my former districts. There are no public statistics extant to show the comparative merits, whatever they may be, of purely church schools, or any schools except in the case of the Roman Catholic and Episcopalian schools. The free church inspectors have their lists leavened with *other schools*. The church of Scotland inspectors have their lists, from whatever cause, much more largely leavened with *other schools*.

The schools examined by me last year arrange themselves thus:—

Normal school	1
Parish schools	36
Burgh schools	4
Sessional schools	58
Subscription schools	39
Privately endowed schools	13
Public works schools	45
Total schools	196

In examining these seven classes of schools I have endeavoured to mete out even justice to all.

Common inspection.

In the last report to Her Majesty, your Lordships enumerate the State reasons for common and undenominational inspection. Here, so far as I have learned from managers and teachers, the desire for common inspection is unanimous.

Statistics.

I next will give the statistics of last year's inspection.

No. on school registers	41,615
No. in average attendance	33,719
No. present	34,163
No. examined on Standards	21,133
Per-centage of those present examined on Standards	62

This per-centage is considerably above the average in Scotland; it is noteworthy that the number present is greater than the returned average attendance.

Presentation.

Next follow the Standards in which the children were presented, expressed in per-centages.

Standard I. -	- 29 per cent.
„ II. -	- 24 „
„ III. -	- 19 „
„ IV. -	- 13 „
„ V. -	- 8 „
„ VI. -	- 5 „
„ VII. -	- 2 „

This is probably also up to the Scotch mark, but it is still below what is desirable and attainable.

Passes.

The gross per-centage of passes is represented below :—

Standard I. -	Writing -	96
	Arithmetic	95
Standard II. -	Writing -	99
	Arithmetic	89
Standard III. -	Dictation -	81
	Arithmetic	89
Standard IV. -	Dictation -	80
	Arithmetic	81
Standard V. -	Dictation -	87
	Arithmetic	84
Standard VI. -	Dictation -	84
	Arithmetic	84
Standard VII. -	Dictation -	94
	Arithmetic	89

The failures in reading are too few to be noticed.

On comparing all these figures with the statistics of my former district, I find *ups* and *downs*, but, on the whole, a remarkable sameness, that leaves no room for contrast.

Summary reports.

The per-centage of passes *per se* (often vaunted) is by no means a conclusive proof of the state of a school. The per-centage of *presentation* and the per-centage in the upper Standards must be admitted as evidence. Pure arithmetical proof ends here. Beyond this, however, an inspector has to consider the class of children, the kind of management, the general instruction, the discipline ; indeed, the whole working order and circumstances of every school ; and each school is a study by itself.

I have kept these considerations before me in drawing my "summary reports," which I have made as concise as I could.

Schools honourably mentioned.

A careful review of the year's work points out the following schools as worthy of honourable mention. They are arranged in *alphabetical* order :—

Airdrie (Alexander's) S.
Auchinheath Boys' S.
Bent Subscription S.
Biggar P.S.
Biggar Female S.
Busby Works S.
Cambusnethan P.S.
Carmyle Endowed S.
Crawford P.S.
Craigneuk Works S.
Chapelhall Works S.
Dundyvan S.
East Kilbride P.S.
Eastwood P.S.
Gartsherrie St. James' S.
Gartsherrie Works S.
Glasgow :
St. Andrew's Sessional S.
Bridgeton Public S.
Chalmers Street Sessional S.
Highland Society S.
Normal S.
St. Enoch's Sessional S.
St. George's-in-Fields Sessional S.
St. James' (Male) Sessional S.

Glasgow—*cont.*
St. John's Annfield Sessional S.
St. John's David Street Sessional S.
St. Matthew's Sessional S.
St. Paul's Balfour (Boys') Sessional S.
St. Stephen's Sessional S.
Govan Colly. S.
Greenock Gaelic (Boys') Sessional S.
Househill Female Endowed S.
Howood Subscription S.
Inchinnan P.S.
Lanark Burgh S.
Libberton P.S.
Lochwinnoch P.S.
Mayfield Works S.
Mearns P.S.
Newmains Works S.
Paisley George Street Sessional S.
„ Neilson's Institution.
Quarrelton P.S.
Stane (Wilson's Endowed) S.
Stonehouse P.S.
Thornliebank Girls' S.
Wishaw Public S.

General working order of schools.

This list includes the most meritorious schools, as they seem to me, but it is far from exhausting the number of good schools. Generally, I believe, the teachers are working very vigorously and well.

Exceptions.

Among so many, some exceptions are to be expected. A very few have lost their year's augmentation on account of inefficiency. One lost his for wholesale desertion of school duty to attend medical classes at the university, and in this case, I am sorry to say, the managers' Form IX. was regularly attested as if all had been right.

Administration of Revised Code.

In administering the exact part of the examination I have found constant vigilance necessary; and I have found (oftener than was pleasant to myself), the absolute necessity of debarring teachers and pupil-teachers from slipping round and whispering to the children at work. The children I have often had to debar from using their tongues and glancing at each other's exercises. To minimise temptation in arithmetic (a most tempting subject), I have introduced a series of different cards, and now a glance of the eye among the examinees will not give useful information. I have endeavoured as far as possible to examine or hear examined all the *non-presented* individually. I was confirmed in this course by a poor mother, who came and complained strongly and loudly that her child (by some accident) had escaped home unexamined.

Effect of Revised Code.

I adhere to the conviction expressed in a former report, that the Revised Code is exercising a most beneficial influence on the education of the masses. Much has been written and said on this subject. An *experimentum crucis* might give some light. If it were possible, it might be thus: 1st. The opinion of the parents; 2nd. The examination of the parents on the Standards. The result would be more trustworthy than theoretical opinions.

General instruction.

The general instruction is well attended to, and as far advanced as could be reasonably expected. To my eye, plain and ornamental writing is better taught than anywhere else in Scotland. The eminently commercial character of the district has, no doubt, impressed this on the teachers. The same characteristic is one key to the fact that Greek and Latin are, on the whole, elementary; as I see in classes and in the pupil-teachers' papers. To this I must add that the bulk of the teachers are not themselves sound classical scholars, and sometimes they waste power in trying to get up a show of languages.

Pupil-teachers.

Pupil-teachers are here a very important part of the working staff. Generally they do their school work well, the girls, however, better than the boys. On their papers the remarkable deficiency is map-drawing from memory, while they can exhibit in their schools maps that would do credit to an engraver. In their teaching and manner, they reflect with almost uniform fidelity their teacher. Some teachers

have found out the grief and vexation of having dolts apprenticed to them. In his last report, Mr. Kerr has some remarks about how pupil-teachers should be trained to *teach*. I concur with him in believing that large schools are by far the best for this purpose. In them there is the daily urgency of active work, and this unavoidable pressure quickens the movements and sharpens the wits of pupil-teachers. In small schools, the pupil-teacher as a rule is slow and awkward at his school work, though often well up at examination.

Works schools. The works schools are here a very important class, large, some of them very large, and generally very well managed and conducted. Those are by far the best that are supported by *offtake* from the men's wages.

Sessional schools. In the towns, sessional schools bear a large share in elementary education. Regarding them also as a class, I have to express generally much satisfaction. They also are, as a rule, big schools. St. Enoch's with upwards of 1,200 on the books is the biggest school in my district.

Subscription and privately endowed schools. Subscription and privately endowed schools also figure largely, and reflect much credit on private and collective bounty.

Parish schools. Of the parish schools under inspection a number are remarkably good. But they are mostly confined to the rural parts, and not often have much influence on the great centres of population: they are now only a fraction of the schools we have and need.

Our most populous towns never had parish schools. Scotch education would be at a very low ebb indeed if there were none but parish schools. In their day and place they have done good work. They have received certainly an ample meed of praise, for they have been roughly credited with whatever education and enterprise Scotchmen have shown over the world. But the nation has long ago outgrown its national schools, and now desires a system commensurate with its wants.

Legislation. We are promised an Educational Act. I hope the promise may now be fulfilled. The suspense of about 20 years has temporarily locked up some liberal hearts and open hands in the cause of education.

I have the honour to be, &c.

D. MIDDLETON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, WILLIAM JOLLY, ESQ., *on the schools connected with the* CHURCH OF SCOTLAND *and other schools inspected by him, in the Counties of* BANFF, MORAY, NAIRN, INVERNESS, ROSS, CROMARTY, SUTHERLAND, *and* CAITHNESS.

MY LORDS, Inverness, January 1871.

I HAVE the honour to lay before you my first general report on the schools inspected by me since my appointment to the Northern District. For three months, I did duty in the south-east district after the decease of the late Dr. Woodford, and was transferred in April 1869 to the district I now hold, and to this district I shall confine the remarks made in the following report.

A.—GENERAL STATISTICS OF WORK.

Extent of district reported on.

The Northern District is territorially the same as under my predecessor Mr. Kerr, with this exception, that instead of Orkney and Shetland which he retains as part of the Aberdeen district, it includes those portions of the Western Isles that belong to Inverness and Ross, that is, Skye and the Long Island, which were formerly under Mr. Hall's jurisdiction.

Number of schools inspected.

During the past year ending August 31st, I have visited and examined 199 schools in separate buildings. These consist of 178 schools in receipt of annual grant, and 21 visited for simple inspection. They include Parish schools, General Assembly and Established Church schools, Christian Knowledge Society schools, female schools under various management, and subscription and undenominational schools. Of the 21 schools visited for simple inspection, 12 were visited to enable the teachers to go forward for examination for certificate.

Number of teachers and departments.

The 178 annual grant schools were taught by 187 certificated teachers assisted by 138 pupil-teachers. The 199 schools visited comprise 350 separate departments, conducted in 204 school-rooms with separate teachers.

Number present at examination.

In the 199 schools visited, there were present on the day of examination—

	Boys.	Girls.	Total.
In 178 A. G. schools - - -	7,050	5,870	12,920
In 21 S. I. schools - - -	746	462	1,208
In all -	7,796	6,332	14,128

Average attendance.

In the 178 annual grant schools, for which only full returns were made, there were in average attendance during the year—

Boys.		Girls.		Total.
6,641	- -	5,055	- -	= 11,696

This gives an average attendance in each school of—

Boys.		Girls.		Total.
37·3	- -	28·4	- -	= 65·7

But the schools vary very greatly in size, ranging from an average attendance of about a score to about 600; but the larger number are small and without pupil-teachers.

Increase in number of inspected schools.

In this extensive district inspected schools are widely scattered, and many schools still remain uninspected; but there is a yearly increase in the number of those availing themselves of Government aid and a growing disposition to do so. Since I entered on work in the north 14 new schools have been added to the number in receipt of annual grant, while 12 were last year examined to enable the teachers to go forward for certificate, and 12 new schools are already named for visit next year. Eight schools in the list were from various causes not visited last year, but five of these still remain under inspection.

Amount of travelling involved.

During the past year I have spent 27 days in travelling alone, and have traversed 6,806 miles in official work, more than half of which distance had to be gone over with horse and carriage. The amount of travelling necessary to the inspection of the northern district and the exposure incident to the same render the work heavy and trying, and such as could be accomplished only by a young man. The extent of territory also necessitates much absence from home, stretching to a month at one time; so that, during the past year, I have slept 128 nights from under my own roof while on duty. This calls for the indulgence in regard to returning home which your Lordships so freely grant, but which might be still further extended.

Difficulty of overtaking whole work.

The extent of country traversed and the increase in inspection, actual and prospective, render the overtaking of the whole work within the year difficult; so much so, that it cannot be done unless by taking more than one school in a day, in every available case, even where the distance is considerable. Indeed I have inspected so many as eleven separate schools in one week situated not very near to one another. If schools increase in number as they have been doing and seem more likely to do, assistance or a smaller district will be necessary.

School premises generally good;

In general, the school premises in this district are good and in a good state; some are superior; in not a few, better could scarcely be desired. In general, also there is a praiseworthy desire on the part of every one to do not only fairly but handsomely, in the matter of school premises.

some very bad;

There are, however, not a few places where the buildings are very bad, in some cases disgraceful. Some of these are private or built by subscription, but not a few are parish schools. In regard to these last certain heritors will not do anything unless under sheer pressure, and it is well that such pressure exists to some extent even now. The prospect of a national system has, in some cases, really kept back effort, but in others it is a mere excuse.

often too small.

A common fault in the erection of even good premises is smallness; a calculation of space is generally based on the average attendance, so that at some time of the year the school is overcrowded. Space should be provided for the usual largest attendance during the year. Often too the space is calculated from the average of a teacher who may have had a fair attendance for some years, which space under an able successor is quite inadequate. Such cases of overcrowding are numerous. In some the grant is threatened to be withheld even with good school buildings. Some teachers are obliged to refuse admission above a certain number; others commendably sacrifice part of their own house accommodation to make up the deficiency, but such sacrifice should not be required of the teacher. The renovation of old premises is almost always a short-sighted policy, and in the end necessitates greater expenditure than the erection of new buildings.

Another common defect in new premises, otherwise good, is the want of class-rooms, even where pupil-teachers are employed or are likely to be, under a successful teacher. This want is more common than any one unacquainted with the district would be apt to think. I know large and fine premises where the discipline and results are lowered from this cause. A large room is provided, but, in this one room, a teacher and several pupil-teachers must labour together all the year. The bad effects of this arrangement on both teachers and scholars cannot be too strongly stated. Even where good work is achieved, it is obtained at an unnecessary expenditure of energy, and, doubtless, of irritation. Want of class-rooms.

The division of the main room into parts by curtains, where several classes are being taught at the same time, is too seldom seen and does not seem to be thought of. Separation by such simple means would improve the order, lessen punishment, concentrate attention, and, generally, with less tear and wear, produce better results. I have often recommended this, and the suggestion has been often adopted; it should be universal where more than one teach in the same room. Separation by curtains.

But the greatest defect in our schools is bad ventilation. This evil appears under three forms, total want, insufficiency, and excess. It would be interesting and surprising to take note of the schools that have no means of ventilation whatever, other than by cross drafts through open windows, which frequently are not hung. These are very numerous. The air that meets one in the face, on entering far too many of our schools, even after only an hour's meeting, is vitiated and stifling. The health of all parties must suffer, and the work done cannot be other than listless, and the discipline, from mere nervous restlessness, either defective or too severe. It is a crying evil in many cases. The exhaustion I have felt from a few hours in such places, even with a small attendance, has been very great. Then where the windows do come down, as frequently they cannot if they would, the draft is such as to render one's hat necessary for protection. Every school thus badly ventilated ought to be noted, and the list published in the blue book. Ventilation.

Many new schools err in excess of ventilation. This arises in many ways, but chiefly in one. Large circular openings are made in the roof, through which, certainly, the vitiated air passes out by openings in the end wall. But by these same openings a stream of cold air falls into the room, and, in certain states of the atmosphere, so painfully as to produce the effect of a sudden cold douche on head and back, when you happen to stand beneath them. In moving to and fro in the school, you must avoid this cold air-fall as you would an open trapdoor in the floor. The cure for this is simple, a lid moveable at pleasure by a rope and pulley according to the state of the atmosphere; and yet I scarcely recal a school where such is provided. These rheumatism holes are frequently closed up with paper, sometimes not very artistically put on; often permanently shut up by the teacher with boards above, thus depriving the school of all ventilation. But this roof ventilation is inferior to that produced by small openings in the side and end walls with self-acting shutters.

B.—Subjects taught.

I.—*Subjects examined under the Standards.*

In the 178 annual grant schools examined, during the past year ending August 31st, according to the Revised Code, there were presented for examination 6,900 children. Results of standard examination.

The numbers and per-centage of pass in the three subjects are these :—

Total Number presented.	Passed in					
	Reading.		Writing.		Arithmetic.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
6,900	6,741	97·6	6,205	89·9	5,872	85·1

This gives the following failures :—

Total Number presented.	Failed in					
	Reading.		Writing.		Arithmetic.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
6,900	159	2·4	695	10·1	1,028	14·9

The results are very similar to those in Mr. Kerr's last report on the same district, being only very slightly higher.

Pass easier than in other subjects.

1. READING.—In accordance with the general experience, the pass in reading in this district is made with greater ease and correctness than in any other subject. The failures that do occur arise generally from some specialty in the child more than from the teacher, such as irregularity, want of home book, or excessive dulness.

Want of power to discover words.

The most fertile cause of failure in reading, especially in the lower Standards, is the not training a child *to discover words for himself.* In such cases when a word is not known it is simply told by the teacher, or called out from below by a fellow scholar, who gets up for the help, and then mechanically repeated by the child; and this repetition is often omitted. Too often, also, by this method is the short primer got up by rote, and this all the more likely, if it is one of those handfuls of leaves specially prepared for pegging up standard work, which any cross reading or pointing to individual words at once exposes. With this style of teaching, an unknown word is a complete block up, at which the child stands and gazes, waiting till it is called out from below or told by the teacher, which the presence of the examiner prevents from being done.

The only effective teaching of reading is that which enables a child to conquer his own difficulties himself, puts him in possession of a power at once to attack and discover an unknown word. Methods are various, but this *power in the child* should be the result. Yet it has astonished me to find how little this is done. In pointing this out, I have often been met with the objection, even where the want of this power was the only cause of failure, that this plan consumed too much time. Six words so self-discovered will give more reading power than six weeks of repetition. A difficulty a real educator does not lift the child over, but values as a means of giving him new power.

Spelling too long used in reading.

Even where children have been taught to discover words by spelling, they are too frequently allowed to continue this spelling process in the

highest class. After a child has been reading for several years he ought to know *at sight* the chief syllables in the language, and be able to recognise and name them at once, whether they stand alone or as part of a word. He ought also to have impressed upon him as an axiom, that *long words are a combination of short words or syllables already met with and known*, and that syllables are the same, whether in contact or detached. A child accustomed to do this does not attack a new long word by letters but by syllables, only spelling where the syllable is unknown. Yet this natural method of employing old gains is not common, and a great boy will do his spelling like a six year old. I know some very good exceptions, and I never saw the proper method practised with more marked results than in a General Assembly school in North Banffshire, where even the lower Standards devoured a sesquipedalian with delightful relish. I taxed them severely, for I was surprised, and a boy of nine went at a word like "chrononhotonthologos" as readily as at "pie."

Pass in reading various.

The standard of pass in reading includes very great variety in style and attainment, from mere naming of the words in succession, to fluency and intelligence. Fluency is common, a gratifying fact; intelligence rare; modulation and feeling very rare. Correctness of pronunciation in the vowel sounds, untinged by local accent, need not be expected; and indeed, for practical purposes, especially where another language with decided vocal peculiarities is daily heard and used by the children, a teacher need not attempt it. His practical aim should be to enable a child to render, with intelligence and distinctness and some modulation, the meaning of a passage. Yet what one almost daily hears is something very far from this, an indistinct dropping from the mouth of the words of the book, in a continuous monotone, with little or no indication that the meaning is at all apprehended or thought of. Monotonous reading I have found more prevalent in the north than elsewhere. The modulation of the voice for reading should receive as careful culture, by exercises on the speaking scale, as for singing. This cannot be looked for in our common schools as they are; but a few exercises given for a few minutes daily in the rise and fall and simpler modulations, and in natural intonation to express our commoner feelings, would amply repay the time spent and contribute to increased effect in reading. Children seem unconscious of their monotonous reading, and only discover its ludicrousness if any one continues to speak for some time in their monotone, when they invariably burst into laughter.

Correct vowel sounds.

Prevalence of monotone.

Distinct reading and spelling.

Distinctness in reading is not common. One cause of this is reading with too great rapidity. Rapidity and fluency seem to be confounded, although they have no direct relation. The three celebrated rules for good reading—read slow, read slow, read slow—should be more attended to in our schools. Another cause is the indistinct style of speaking prevalent in schools, from which the teacher himself is often far from free. In Gaelic speaking districts, this indistinctness is accompanied and caused by too little movements of lip in speaking. It is painful to have to strain one's attention to catch the words even after frequent repetition. The teacher often seems unconscious of this indistinctness, and naturally so, because accustomed to the tone and style. But by this practise the children do both themselves and their teacher injustice. I have suggested that the teacher should refuse to receive an answer if indistinct though correct, and give some reward for distinct speaking. One great cause of indistinct reading is in the not insisting on distinct *speaking* in all school work. The mere demand of distinct enunciation of words, for the few minutes a day when formal reading is done, will be neutralised by hourly slovenly speech if allowed. There are several most honourable exceptions in this district to the too prevalent poor reading, which is

not confined to the North. In some schools, I find not only great correctness of pronunciation, good modulation, clearness and distinctness of tone, and intelligent apprehension of the meaning (though rarely as is to be expected from children) but sometimes a creditable rendering of the feeling and power of an author.

Real reading only from upper children.

It does not seem sufficiently understood that real reading, as distinguished from the mere enunciation of words which passes for it, is only to be got from the higher classes of the school, because there only can be found the intelligence and feeling necessary to produce it. Yet I have not seldom found the highest class "beyond reading," that is, so good at it that they had now no reading-book and spent their whole time in other work! The style of school may be guessed, where this perfection was attained.

Writing and dictation should be distinguished in the Revised Code.

2. WRITING.—The slate writing of the 1st and 2nd Standards should, I think, be distinguished from the dictation of the other Standards, and the results of each given separately. The first involves the power of naming and forming the letters; the second the same, plus a higher and different thing, the power of spelling. It is a frequently expressed desire of teachers that this should be done. In schools of different departments under different teachers it slumps the results of different men in a way that their separate work cannot be seen. Where I have given the percentage in the general report on a school, I have as a rule separated the two; and it would be well, as distinguishing things that ought to be distinguished, as contributing to higher results in that most important subject of dictation, and as being in accordance with a very general wish, that under the Revised Code a separate heading should be given to dictation.

Writing on slate.

Slate writing is generally very well done, and, in many schools, is very good indeed. One is often astonished and delighted to see the clear, round, well-formed, and regular writing, produced by a line of round mallets of rough half dirty fists, away perhaps in some out-world fishing village of the west coast, and this is not unfrequent. The results in this department are such as would, if seen, ensure the conversion of the sternest opponent of the Revised Code, as showing what can be achieved, in seemingly the most unlikely circumstances, by persistent daily effort, and the use of the odds and ends of child time; not to mention the direct moral effects, on all and most on our lower children, of the training in taste, neatness, power, and the diligent use of spare moments. And these results are the outcome of otherwise restless and mayhap ill-used time.

Grouping of letters.

The forming of the letters into groups having the same elementary lines and curves would ensure greater correctness of form and give greater ease and rapidity in learning. Children are too often allowed to copy the alphabet right through as best they may. Letters should also be dissected and their formation pointed out on the blackboard as regularly and carefully as arithmetic or any other subject is taught. This method, used by a few teachers, if done by all, would ensure the best results on both slate and copy. Many teachers also leave the children to copy the letters all the year, and neglect the more valuable converse, that of getting them to form the letters to dictation. The dictation should also be of single letters, and not exclusively of pairs of the capital and small letters.

3. DICTATION.—Dictation is, as a whole, well done. Several times, but not often, I have received a whole large set of papers without error.

Systematic spelling.

There is a want throughout of the systematic teaching of spelling. General rules should be more given, and a regular course followed, in which the classified irregularities of the language should be thoroughly

traversed, and a boy leave school with the general principles of spelling in addition to the memory spelling too exclusively prevalent. One of the good available text books on the subject should be in the hands of the teacher at least, and wholly or selectively gone over. If such were done, we should not see the recurrence of the same classes of errors that we daily do.

Distinct pronunciation.

One fertile source of error in spelling, especially in the beginning and ending of words, is indistinct pronunciation. This causes doubt as to spelling, which distinctness would dispel, in like affixes as ance and ence, ant and ent, ary and ery and ory, and like prefixes in, en and an, ante and anti, and such like. I am convinced that a large percentage of common errors in spelling would disappear with more distinct enunciation of words.

Correction of errors.

During the year, too, all errors made by a child should be carefully corrected by the child, and rewritten so frequently that every error is successfully conquered. A pass book for the registration of such corrected errors as they occur is a good plan. Some teachers use effective measures in this subject; many rest satisfied with simple correction; too many only score them out.

Division of words.

The division of words is not sufficiently attended to, and nothing is more common than the unpronounceable cutting asunder of words carelessly at the end of a line just as the exigencies of the line demand. The counting of such division an error, as it truly is, would cast a large proportion of otherwise creditable papers.

Variety of results.

4. ARITHMETIC.—In arithmetic, there exists more variety of pass than in any other subject, and to it more attention has to be paid to secure good results. It is, generally, the subject by which children are arranged for the Standards. In outlying districts, it is not unusual to find a boy reading with the 4th or higher Standards, and placed in the 2nd or 3rd from defective arithmetic.

Arithmetic of 1st and 2nd Standards.

The teaching of addition, and especially of subtraction, to the 1st Standard, is in most places reckoned the bugbear of the Revised Code; at least I have heard more complaints as to difficulty and impossibility and waste of time on this point than on any other. Decidedly this ought not so to be; and it *arises solely from defective method.*

Fingers and marks.

I was surprised to find in this district, almost without exception, the use of the fingers or marks on the slate, to do the little adding and subtracting required for the 1st Standard. Certainly, fingering is better than mere repetition, but the work can be done efficiently and easily, and with pleasure to the children, without either. So vicious is the practice and so dependent do children become on its use, that I have seen many schools where the children were unable to do the exercises up to the 6th Standard, without the help of fingers or marks. By this practice, the children gain little more power of calculation than the adding and subtracting of *units;* whereas the aim of good introductory training is to give the power of operating with numbers easily and correctly by *steps.*

In the south-east district, these crutches are comparatively seldom used. During the first year, in the north, I wrote few reports in which I did not recommend the discontinuance of the practice, and now I am happy to say that on my second visit I have not found above half a dozen schools in which it is used; and I have heard abundant expression of the ease and success of better methods.

The ball-frame.

I have been accustomed to recommend the ball-frame and to show its use, and it has been generally adopted. I should mention that very good frames, strong and large, have been supplied to General Assembly schools by the Education Committee of the Church. The small and

cheap frames too often bought by teachers, do the work very poorly from the smallness of the balls, which do not give a distinct image necessary for after success, and from the want of a screen to hide the balls not manipulated with at each operation, thus showing a confused mass of objects, instead of the few that are to impress the separate results gained.

Its proper use.

To be efficient, the frame must be skilfully used, otherwise it becomes as mechanical, and creates almost as helpless dependence as the fingers or marks. It should be remembered that the ball-frame is only a *means to an end*, and not an end in itself, as many make it. There are two periods in the use of the ball-frame—the first that of performing the operations with the balls and registering the results by repetition and examination; the second, that of going over *the same exercises mentally*, the ball-frame being now used only for the correction of errors. Many never take this second stage, and the results are nearly as heavy as by the old way. Success lies in using both stages, and longest, the second. In the first stage with the ball-frame two things should be steadily done—varied and abundant repetition of the results obtained from the balls, individually and simultaneously, successively and distributively; and the insisting on a steady looking at the balls while these results are being repeated. This looking is often omitted, although on it depends success in the second or mental period of the use of the ball-frame; for *then*, in any exercise, the child must be able vividly and instantaneously to place the image of the requisite balls before his mental eye, and give the result as rapidly and securely as by the physical eye. Care should also be taken that all operations are performed at last by *steps*, and not by units. $3 + 4 = 7$ is to be done not as $3 + 1 + 1 + 1 + 1$, but at one stride from 3 to 7; and this must be done from the beginning.

Identity of addition and subtraction.

No distinction is made by a skilful teacher between adding and subtracting at this stage. The process is practically the same to a trained child to go from 7 backwards three units to 4, as forwards three units to 10. This identity of the two operations is important. Yet one too often hears the note of alarm sounded, after addition has been gone over, and the dreaded field of subtraction is entered on.

Multiplication table.

In the 2nd Standard, the table seems the hard point. The field can be easily and successfully won by a systematic siege of each line in succession, as one week straight through, next week zig-zag, third week revisal both ways, and fourth revisal of all already conquered. Success lies in the rapidest repetition, till it is said with no more reflection than the A B C. This mill work can be done by an older scholar daily and at odd minutes; the teacher should not waste his time with such grinding. It is also surprising how seldom the mode of constructing the table is shown; if it were, a child could not fail on examination, as any unknown step is at once got by addition from the known.

I am sure that, with planning, the drudgery of the table might greatly be lessened to teacher and scholar; as by the forming of two opposing armies who go at mutual arithmetical destruction, the giving of questions by those below to those above and taking places on failure, simultaneous repetition, successive rapid delivery, and even musical aid. It has to be done, and it is well that it be done as pleasantly as it really can be made.

II.—*Extra Standard Subjects.*

Higher subjects are generally taught.

The usual more advanced subjects are taught in most schools in this district. In the better class of schools, the Revised Code does not affect the higher work, unless in so far as the longer time required for elementary subjects necessitates less time being given to these; but even here the thorough man, by more careful organisation and a little longer work,

makes time for these higher matters. The thoroughness required in standard work in order to good results must tell favourably on every subject taught. There are certainly not a few schools where little else is done than the three R's and religious knowledge, especially in the more outland districts with poorer population and greater irregularity. But it is well that it should be so for the children's sake. If both cannot be done well, it is certainly better that what is done should be these elementary, but necessary, subjects. In many schools I could name, it would be wiser to have less of extra standard work and more of the more important but despised. It is certainly a commendable desire for a teacher to have as many more advanced subjects as he can, but there is frequently an over ambition in this matter, and a consequent spoiling of the results in all.

The extra standard subjects taught.

Religious knowledge is taught in every school with more or less care, in some very fully; *Catechism* in most, though less elaborately than a few years ago. *Geography* and *Grammar* are more or less taught in most, though often in the merest elements. *Arithmetic* above standard requirements is frequent, but less so than I should expect and desire. The elements of *Latin* are given in many schools; in some, chiefly in Moray and Banff under the Dick bequest, the work is more advanced, as is to be expected; in several schools, good versions are done. *History*, chiefly either English or Scotch, or both, is frequently shown; Roman history seldom, even with good classics. *Greek* is not common in annual grant schools, and seldom beyond a little Zenophon. *French* is more common; but though the grammar is often creditably known, the pronunciation is generally defective, as is to be looked for from self-taught men. In three annual grant schools, *German* is taught, and in one, advanced. *Euclid* is frequently presented, especially where pupil-teachers are employed; but too often, even where several books have been gone over, the propositions are known too much by mere memory. Seldom is the subject well understood, and still less can the students bear a cross-questioning on the principles and proofs. There are, however, some schools where the work bears sifting, and the boys have an intelligent apprehension of the subject, as in some in Moray and Banff, and one in the south of Sutherland. *Algebra* is not common; sometimes, however, it is found as far as Quadratics, with varying power. *Derivation* seems seldom thought of; its general principles should be more taught in our common schools in the north, and the more usual roots known. The *Explanation* of the reading lesson is in far too many schools never given, and in better schools too little. *Drawing* is pretty frequent and creditable; specimens often adorn the walls; but there is too great a tendency to hurry on to shading, and too much of the pack-thread line, instead of a clean, firm, equal line and correct form in freehand outlines. *Map-drawing* is more common as a valuable accompaniment to geography, and I frequently find most creditable specimens in even our poorer schools; but good memory maps are less done in school than is desirable. *Object lessons* are given seldom in male but frequently in female and infant schools, but even in these less frequently and fully than their importance demands, even with a large number of gallery children. *Science* in any of its branches is very seldom taught, unless as part of the reading lesson. In one or two schools, where the teacher has some scientific penchant, he has a class on that subject, and does it with love and good results. In one parish school in Easter Ross a wide range of science is taught, and it gained last year 70*l.* from the Science and Art Department. The example set by this school should be followed by others, at least in one subject. *Music* is much less common in this district than elsewhere, and than its importance and influence should make it. Where it is heard there is very frequently little beyond the mechanical drawling or shouting of a verse or hymn. In an increasing

number of schools, the subject is being more fully taught; sometimes, chiefly in female schools, good pieces are done with correctness and spirit, and sometimes with taste and feeling. Intervals on the modulator or by the old notation are often creditably taken. Managers should seek this most important acquirement in the teachers they appoint. *Sewing* is of course taught in connexion with most schools, with very varied results, from mere labour hired by the teacher to secure the grant, to superior, varied, and abundant industrial work.

Our text books require reform.

GRAMMAR.—Nothing calls more urgently for reform among subjects of study, as exhibited in our text-books, than English grammar, and we look hopefully for a grammatical Newton to rise to overthrow the old and false and establish the new and true. Even the common definitions of the parts of speech are so illogical, inadequate, or erroneous, that a few questions to an average class can expose their error. So extensively is this the case, that a thorough grammarian could, without fear of successful challenge, undertake to show error or deficiency in every page of too many of our common text-books on this subject. Besides, the terminology is so different in different books and as used by different men, that one might almost despair of seeing a cosmos rise from such "chaos twice confounded," had not as radical and unlikely reforms been made in other subjects. More correct text-books have lately appeared that have expelled many errors, and embodied much of the results of historical English grammar and modern philology. Some of these are really good, though on many points defective; but they are not often seen in use in this district, except with the better class of teachers, and even with these, the conservatism of traditional teaching is too strong.

Its teaching requires reform.

But the teaching of the subject also as strongly demands reform. It is too mechanical, too much a matter of memory, eliciting the minimum of thought. The one great end and purpose of the teaching of grammar quâ grammar and as apart from its practical application in composition, is too much lost sight of, its being truly, what it can be made, a juvenile logical course, one of the best fields for the exercise of the reasoning powers of children. This idea of mental regimen does not seem to be realised by our teachers as it ought, or if realised, not worked out. The orthodox mode in which grammar is seen taught in our schools is that of so-called parsing, the rote description of the words in succession round a class, with little power of doing anything out of this routine; the telling of what words are by form rather than by the only true mode, their function in a sentence; and the sadly common use of great words without any apparent knowledge of their meaning, beyond the memory that they are attached to certain parts of speech. Grammar rightly taught becomes one of the most delightful of exercises, in which children can be made to take positive pleasure. As it is usually taught, what would most children say regarding it? It is really painful, away perhaps in the wilds of Ross and Sutherland, to hear children who have little command of the simplest forms of our language and less capacity of knowing the meanings of its more difficult words, going blindly, but with commendable courage, at such terms as abstract, disjunctive, indefinite, participial, and like spikes of this terrible *cheval de frise* of words.

Seeing such things almost daily, one is strongly tempted to wish the banishment of grammar from our common schools. I am sure, were it not reckoned, from tradition, the right thing to do in our schools, many of our teachers would not subject themselves or their children to the drudgery of working it up. But grammar cannot be banished from our schools; it must be differently taught. We must cease to enter the subject through the magnificent portal of grammar as "the Science of Language," with its four grand pillars of Orthography, Etymology, Syntax,

and Prosody; and enter through the humbler gateway of the practical use of the language.

Grammar should be taught through composition, through the practical use of the language by the children as guided by the teacher. Yet composition in even its simpler forms has been little taught in this district, and I have written few reports in which it had not to be recommended. I have been accustomed to do so under different names, sentence-making and composition, according to the age and capacity of the children; sentence-making being only another name for elementary composition taught to younger children and lower schools. Grammar should be taught through composition.

The sentences should be made by the children themselves and gradually built up under the teacher's guidance. Materials are abundant all round, pencil, table, book, anything however simple. Every sentence when made should be written down by the children. When several have been thus made and written down on any subject, the children have unconsciously made a composition on the subject. The whole should be carefully re-read and further improvements made, then blotted out, re-written on the same model if not in same words, and finally brought on paper or slate next morning. The work to be effective must be their own, drawn from them by skilful questioning. Such exercises can be given to children when able to write a sentence, that is to the 3rd Standard, and orally even to the 2nd. The pleasure shown is a reward and gives energy for future work. Whatever gives to man or boy the glorious feeling of power, ability to do a certain thing that has to be done, is invaluable; and this we make the medium for grammatical teaching. Sentence-making.

By such a course regularly pursued, the whole field of grammar may be traversed and the subject efficiently and pleasantly taught. Of course success depends on the teacher's ability to work it out, but the materials are in our common text books, dry bones that must thus be clothed with flesh by him. By and by the forbidding terminology of grammar becomes useful as representative names, counters for the transaction of grammatical and lingual business. Thus even such things as gerundives, connective conjunctions, and subjunctive moods are real things, which the child understands because he has used them, and because the terms are not employed till the things themselves have been conquered in practice. In this manner, a combined course of composition and grammar is gradually gone over, and the child ultimately gains full power over the one, and a thorough, because real, knowledge of the other. Grammar.

In higher classes composition should be more rigorously and systematically taught. This should be done by eclectically following some good text book on the subject, either in the teacher's hands alone, or, where they can afford it, in the children's. All the principles of correct and classical writing should be carefully traversed, but not a step taken without being fully exercised upon. Were this subject systematically taught, the results in every school would be gratifying, in many I could name, superior; yet I cannot recal half a dozen schools where it is so taught. Above a score of teachers give compositions to be brought on different subjects which are corrected by themselves; but there is little systematic teaching of the principles otherwise than as they may incidentally occur. Composition.

The one aim in any course followed must be, less the giving of knowledge, than the imparting of power. An adverbial sentence, for example, of manner, condition, or concession, should not only be known when seen, but should be able to be made when required. In short, it should almost be a rigorous postulate, nothing known without being done.

Industrial work.

SEWING AND KNITTING.—These are generally well taught throughout the north; in many schools very well indeed; in some highland districts, knitting is most beautifully done and with astonishing variety of pattern.

Mending, darning, and shaping little done.

But these are too often all that one sees in a school in this way. Mending and darning I found seldom done, shaping and cutting out in only one or two places, and there taught by teachers from the south. In this respect, the contrast was great with what I had daily seen in the late Dr. Woodford's district in this branch, the results of earnest and successful endeavours on his part for years. I have been recommending these very important exercises, and almost everywhere they have been begun, and I have the pleasure of seeing almost daily creditable work in cutting out and in mending and darning. Fancy work of various kinds is common, but it is sometimes practised with loss to the more important practical work. In some schools still, the industrial work is of the barest description and done only to obtain the grant.

C.—GENERAL REMARKS.

1.—*The Proportion of the Presented to the Qualified.*

Per-centage not sufficient.

Calculations of the per-centage of pass in the Standards are not sufficient evidence of the real character of the results in elementary subjects, but on the contrary may lead to erroneous conclusions. As judged by mere per-centage of pass, some inferior schools do best.

There are two things to be determined before the real state of the results can be obtained: First, how shall the per-centage of the presented to the qualified be found? Second, when found, how shall the real nature of this per-centage be ascertained, and the efficiency of a school judged of?

Causes affecting presentation.

Regarding those entered on Form IX. as qualified, it is important to know who are meant by those thus entered as qualified. Some understand this entry to mean those qualified who are still in ordinary attendance, and have not left the school; others, those who have made the 200 attendances during the whole year, whether at school or not. These are two readings actually made by teachers, and the entries in Form IX. vary accordingly. It is not stated definitely on page 3, Form IX., that the entry is for *all who have attended during the year*, although of course that is understood; hence the difference of reading.

This difference is vital, and measures should be taken to ensure uniform yearly entries. It would be well that on page 3, Form IX., it should be specifically stated in italics, that in making this special entry those qualified *for the year* whether left or not must be entered. It would also be well for inspectors, although they have nothing directly to do with Form IX., for which teachers and managers are alone responsible, that they by inquiry see that this is the entry made. Greater care should also be exercised by managers to ascertain that the entry made is correct. A note to the managers to the effect that special care should be taken regarding it might do some good.

The qualified but not presented.

Of those qualified a certain number are presented; it is important to know why the others are kept back. Those qualified but not presented under any of the six Standards consist of the following: (1.) Those under six; (2.) Those above the 6th Standard. Both these should be included in the presented. They are sometimes not entered on the examination schedule. (3.) Those actually kept back though present on the examination day; (4.) Those who have died; (5.) Those absent on the day of the examination.

The absentees.

These absentees are of different kinds: those who have left school altogether and have gone to some employment, who cannot be brought back on examination day; those who have left the district who cannot be

present; those who have gone to another school who cannot be expected to be present; those kept at home from want of proper clothes, a real cause of absence, and in some parts of the north very common, from the poverty of the parents; those prevented by weather and length and character of road, a not unfrequent cause of absence in many parts of this district, especially in the inclement parts of the year; those at work of various kinds on the examination day, as field operations, fishing, home work of great variety, in a great deal of which no teacher, however popular, can secure attendance, an evil in these parts of peculiar frequency and strength; those absent from fear of examination, not few, in remote parts, with careless parents.

A great number of the absentees cannot be brought for examination. Only on those *at home* on examination day from various causes, and to some extent those engaged for the time in some manual employment, can influence be brought to bear; the others must, I fear, be given up. The above classes of non-presentees include all. It is only the last two, the absent and the kept back, that present any difficulty. Can they be brought to examination?

How these absences are to be reckoned as affecting the per-centage of presentation, amidst the multiform and virulent causes that, in such a district as this, environ the teacher, requires consideration. Arithmetical results will not give a true estimate. The reasons for non-presentation must be known, and must form as real an element in judging of efficiency as the per-centage of presentation.

What practical course then can be taken to possess such sufficient data *regarding the character of the non-presentation* as shall, combined with the character of the pass, enable an examiner to form a true estimate of the efficiency of a school? As the whole difficulty is in the nature of the *non-presentation*, it can be met by having the non-presented put as fully before the examiner as the presented and examined. Let *all* who have made the 200 attendances *during the year* be scheduled in the same way as the presented, whether they can appear on the examination day or not, and from *whatever cause* prevented from doing so. Those presented will be scheduled as they now are. The rest may be appended to these or entered on a different schedule. Let the teacher opposite each name in this second list write the reason of non-presentation of whatever kind. Let this list and these entries be carefully examined and certified to by the managers. It seems to me that if this were done, the inspector, and your Lordships on receipt of his report, would have the fullest data by which to determine the state of efficiency of a school, and be able to do uniform justice to the schools in a district. It would also act as a powerful stimulus towards presenting as large a per-centage of the qualified as possible, for the full list is there to declare the true state of matters,—that is, true if the returns are true. Since the issue of your Lordships' circular on the subject, I have asked from several schools such particulars, and lately from a large and successful parish school in Banffshire, in which they were given in the above form with the most satisfactory results. It was appended to Form IX., and gives a good example of how such returns should be made. Plan suggested.

2. PUPIL-TEACHERS.—The pupil-teachers are as a whole careful and willing in their work and helpful to their teachers. Their papers are done with very various degrees of merit. As a rule, the manner in which their papers are done is in proportion to the efficiency of the school, the best schools having the best papers and showing higher teaching power in the pupil-teachers. This proves that the efficiency of pupil-teachers mainly depends on the master. Pupil-teachers good on whole.

The chief cause of their inefficiency, and the more or less prevalent objections against them arising therefrom, is their being left too much Left too much to themselves.

to themselves. It is not sufficiently remembered, that they are apprentices to a handicraft that requires to be learnt, and that, therefore, they must have the manner of doing everything, as minutely pointed out as in, at least, shoemaking or engineering. Instead of this, the chosen scholar is too often sent to work at certain classes as best he may. Is it to be wondered at that he should show little skill in teaching, and produce inferior work, and fail almost totally in questions in method? Everything a pupil-teacher has to do should be minutely explained and its precise method pointed out theoretically and practically by the teacher. His work should also be regularly reviewed, errors pointed out, hints given, and the results tested. Unless this is done disappointment will certainly and justly follow. That the results of pupil-teacher work are not tested during the year is often proved by the surprise and disappointment of the teacher, at the failures in some class that has been entirely under the pupil-teacher's charge.

Pupil-teachers and class drill.

The pupil-teacher should also be more exercised in the arrangement and movement of classes; in short, during the year, this part of school-work should, as much as possible, be put under his charge, superintended of course by the master. Very rarely, indeed, have I seen a pupil-teacher able to do well the simplest class movement, and in the command, arrangement and drill that are required for certain exercises he is generally quite powerless. Often, too, where some power is shown, all movement is by actual handling of the children, or, what is worse, pushing, instead of giving orders that are to be obeyed and taking such a position before the class as shall command the whole and secure successful movements. Teachers do too much themselves; they work too hard in matters that might be delegated to these assistants, whom they should, for their own sakes and the young teachers', use more efficiently and fully in general school drill. This would relieve the master, create vigour, decision and power in the pupil-teacher, increase his influence over the children, and ensure higher results.

Subjects requiring attention in their papers.

In the pupil-teachers' papers examined by me during these two years in this district, certain subjects require increased attention. Reading and recitation are very greatly wanting in expression and intelligence; little more than distinct speaking being attempted with the best, and the most doing this poorly. This must affect badly the reading and speaking of the scholars. Spelling is too rarely perfect, and often so bad as to require special mention. A regular course by one of our common spelling books might be gone over with advantage. Grammar, in most cases, should be much fuller as to the *mutual relations of the words*. So little is this done as it should be, that I have set the questions with special directions on this point. Case is often not given, and, where attempted, its mere name only is given without the word the case has relation to; the names only of adverb, preposition, and conjunction, with nothing else, are the rule; and never almost are the full relations of any word given, and, where they are attempted, there is much error made. This being so, it is all the more a pity that the all-important subject of English grammar should be allowed to be *optional* with any other subject whatever. It ought certainly to be peremptory. Latin might be made optional with algebra or history or most other subjects, with less detriment to the progress of the pupil-teacher than with English grammar. Analysis is often missed altogether, and too seldom done tabularly. Not a few teachers themselves seem to know analysis but partially. In nothing, however, is more error made and less power shown by pupil-teachers, than in composition. It is surprising that the power of composing correctly should receive so little culture, when it is one that affects, more or less, every other subject, and ability in it will

raise the value of everything it enters into. It should be more systematically taught to pupil-teachers, and varied exercises regularly and frequently given. It is a pity that in the list of subjects composition is associated with dictation; the two are different, and the importance of composition entitles it to stand, at least, alone. Map drawing is often well done, sometimes very well, but often it is neither neat nor accurate. Error is often thought to be made up for by coloured pencils, and neat frame for geographical travesties. In arithmetic questions requiring some thinking should be more practised. A question out of the stereotyped form is sure to cast many. It deserves remark that the papers are generally neatly done, some tastefully; but others are miserable looking productions, showing want of practice.

Want of knowledge of Method.

4. KNOWLEDGE OF METHOD.—Method I have found less known and less practised in the north than elsewhere. This perhaps arises chiefly from the fact that only a small proportion of the teachers have been trained in the science and art of teaching, that is, only a small number have passed through normal school training or its equivalent. In the Dick Bequest counties, the most of the teachers are graduates, chiefly of Aberdeen, and have passed from school to college, and thence to their present charges, with no special preparation for, or instruction in, the art they are to practise, beyond what they have gathered from their own teachers, observed in others, or gained from private or other tuition, and what their own intelligence, practical sagacity, and vigour, the usual characteristics of our northern graduates, have enabled them to discover and do for themselves. These teachers readily and sensibly acknowledge the want of professional training and their almost necessary inferiority to a good well-trained man, in method, and skill in organisation and teaching. Nevertheless, good and often superior work is achieved by these untrained men, but this at an unnecessary expenditure of energy and time. Corn can certainly be made fit for food by the thrashing stick and quern, but it can be done better and with less toil by the mill. So of human corn; and it is a pity and a loss that any of us, however energetic, should be using educational querns when better and easier methods court adoption. It is a pity to see many such men, scholarly and intelligent, greatly beating the air and achieving far less than inferior men, and less than their work and energy deserve, through simple ignorance of better systems. This want of method appears not only in untrained graduates, but throughout the district, in non-college men. It shows itself in most departments of school work, in defective organisation, in stiff and unskilful, and often noisy and time wasting class movements, in want of power in keeping children profitably and constantly employed, but most in unskilful teaching, in individual instead of general class instruction and unskilful questioning, in want of power to wisely use errors made, for the better understanding of a subject, and in other like ways. The great desideratum for our graduated teachers in the north is the establishment of a chair of Paideutics, Paedagogy, or the Science of Teaching, with a practising school in connection, in which the student could see good methods and engage in practical work under superintendence. And I fondly hope, for the increasing efficiency of our teachers, that, under a national system of Scottish education, such invaluable chairs will be established in connection with all our universities. Were Aberdeen now to take the initiative, these northern counties would possess the finest body of teachers in the country.

Chair of Paideutics required.

As things now are, the man that necessarily surpasses all others, is he who has passed honourably through both a normal and university course; even though the latter may be partial, he carries the day.

For our untrained northern teachers, to make up their felt deficiency in training, I should recommend the careful study of the best books on the science and practice of teaching, and the vigorous application of approved new methods in school; the spending of some part, at least, of their holidays in normal and other good seminaries, for which every facility will be afforded them; and the reading more frequently in their associations of papers on points of practical teaching, with discussions on the best methods on every subject, and, still better, a regular course of this kind, by which the whole subject could be traversed by different men, each one taking what he knows best.

The interest of applying better methods and watching their effects in greater ease and better results, would invest the daily work with a new attraction, and tend to dispel the feeling of drudgery and dulness that is apt sometimes to overtake the best of teachers.

I have the honour to be, &c.

WILLIAM JOLLY.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, CHARLES E. WILSON, ESQ., M.A., LL.D., *on the* SCHOOLS *connected with the* FREE CHURCH, *and other* SCHOOLS, *inspected by him in the* WEST *of* SCOTLAND *and in the* WESTERN ISLES.

MY LORDS, Glasgow, January 1871.

I HAVE the honour to submit to your Lordships my report on the schools inspected in my district during the year ending 31st August 1870. Though this report refers, strictly speaking, to the work of two years, I propose to confine my remarks mainly to the past year. My district remains the same, and the condition of the schools has undergone so little alteration that a detailed report for the one year, with the addition of a few comparative statements, may suffice for both years.

Limits of district unchanged.

Since the date of my last report two schools have been closed; the one in Renfrewshire connected with a coal-pit now exhausted, the other in Cardross, Dumbartonshire, where, from the altered circumstances of the locality, a female industrial school was no longer required. But, on the other hand, 15 new schools have been added to my list, which now numbers 192 schools under distinct and separate management, and including 296 departments under separate teachers.

Two schools closed since date of last report.

Increase of work of district.

During the same period, very handsome and commodious school buildings have been erected for the Rothesay Academy, and a suitable school-house, with residence, has been built at Arnizort Skye. Alterations and improvements have been made on the Wynd Mission school, Glasgow; Weaver Street Mission School, Newton-on-Ayr, and several others; but much still remains to be done, before the schools in the remote and thinly peopled parts of my district can be supplied with convenient and comfortable school-rooms, and suitable residences for the teachers. In these districts a comfortable school-room is such a felt necessity, that, in almost every case, I find the school, humble though it be, one of the most comfortable houses in the hamlet, or township where it is situated.

State of school buildings.

The deficiencies, to which I called attention in my last report, have been generally supplied, so that a school without maps, or a child in Standard I. or II. without a slate, or with a pencil so short as to be practically useless, is now rarely to be met with. Still, however, I remark the absence, in too many cases, of what may be called the æsthetics of the infant-room, picture-cards, and illustrations of Scripture, and of natural history, &c. with which the walls of the nursery are usually adorned by the hands, or at least at the suggestion, of the children themselves, thus clearly showing how powerfully the picture speaks to the mind of the childhood.

Apparatus.

Deficiencies supplied.

Want of picture-cards, &c. in infant room.

Their importance.

> "Segnius irritant animos demissa per aurem,
> "Quam quæ sunt oculis subjecta fidelibus."

The number of schools inspected during the year was 185, comprising 289 departments under separate teachers. These departments are conducted by—

Statistics of schools inspected.

Masters, certificated	- - -	175
„ uncertificated	- -	23
		—198
Mistresses, certificated	- -	85
„ uncertificated	- -	14
		— 99
		297

Number of masters.

Of mistresses.

Of assistants and pupil-teachers.

Total number of teachers. Number of children.

In addition to this teaching staff I found in the aided schools,—probationer teachers, 19; uncertificated assistants, 3; pupil-teachers, 371; total, 393. In all 690 teachers, assistants, and apprentices, or an average of about 3·7 to each school.

In these schools the children present on the days of visit amounted to 24,807, while the children in average attendance were 24,265. It thus appears that on the day of inspection there were 134 children on an average, present in each school, while the average attendance amounted to 131. It may be interesting to know the number of children in the schools, &c., but this is not enough without taking account of their progress and attainments. These will be best seen from the following tables, so far, at least, as the individual examinations under the Revised Code are concerned. Of the 185 schools inspected during the year, five were cases of simple inspection without individual examination. In two of these schools there had been a change of masters; in one the master had made no entries in the examination schedule from the want of proper registers, and was, from the effects of his irregular life, unable to be present on the day of my visit, and two were invitation cases. There fall, therefore, to be deducted from the number of 185 inspected schools these five schools, thus leaving 180 schools with 24, 400 children present on the days of inspection. Of these, 18,116 had made the required attendances, and were thus qualified for individual examination in terms of the Revised Code. But as there are 14 schools with two departments under the charge of certificated teachers, and so constituted that each department makes a separate school, to this number of 180 there must be added 14, thus making the true number of instances, or cases of inspection and examination 194.

Progress and attainments of pupils.

Results of examinations under Revised Code.

Standard VII.

A simple act of justice.

To meet the case of those, who at the previous examination had been presented in Standard VI. and who were still at school, I made a Standard VII. This was a simple act of justice to the school, which was debited in Form IX. with their names, as having made the required attendances, without being credited with them in the examination schedule. The exercise in dictation and the reading were the same as in Standard VI., but in arithmetic it was considerably in advance, sometimes including vulgar and decimal fractions with proportion and simple interest, and, in a few cases, the square and cube roots.

The following tables exhibit in detail the results of the individual examinations for the year ending 31st August 1870, and also, for the purpose of comparison, the corresponding results for the year ending 31st August 1868, as given in my report for that year.

Results of individual examinations in numbers.

TABLE I.

—	Year ending 31st August 1868.				Year ending 31st August 1870.			
	Number examined.	Number passed in			Number examined.	Number passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
Standard VII.	161	161	160	154	485	485	477	483
„ VI.	752	752	716	714	996	992	882	959
„ V.	1,361	1,359	1,215	1,269	1,405	1,390	1,195	1,357
„ IV.	2,008	1,991	1,712	1,676	2,188	2,153	1,769	2,080
„ III.	2,837	2,776	2,755	2,697	2,993	2,947	2,931	2,948
„ II.	3,123	3,034	3,109	2,908	3,301	3,249	3,287	3,209
„ I.	3,705	3,615	3,598	3,243	4,172	4,100	4,116	3,935
Totals	13,947	13,688	13,265	12,661	15,540	15,316	14,657	14,971

In addition to the number of 15,540 given in the table for 1870, 1,554, who had made the required attendances, were absent on the day of inspection, and 1,022 children under six years of age were examined orally, thus making a total of 18,116 who were entered in the schedules, as having completed the 200 attendances and fulfilled articles 40–47.

Number absent on day of inspection. Infants.

TABLE II.—PROPORTION examined in each STANDARD.

Results of individual examinations in per-centages.

—	Year ending 31st August 1868.		Year ending 31st August 1870.	
	Per-centage of Total Number examined.	Per-centage of Total Number present.	Per-centage of Total Number examined.	Per-centage of Total Number present.
Standard VII. -	1·15	0·70	3·12	1·98
„ VI. -	5·39	3·30	6·40	4·08
„ V. -	9·75	5·98	9·04	5·75
„ IV. -	14·39	8·82	14·07	8·96
„ III. -	20·34	12·46	19·25	12·26
„ II. -	22·39	13·72	21·24	13·52
„ I. -	26·56	16·28	26·84	17·09
Total examined	99·97	61·26	99·96	63·64

TABLE III.—PROPORTION passed in each SUBJECT.

—	Year ending 31st August 1868.			Year ending 31st August 1870.		
	Per-centage passed in			Per-centage passed in		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Standard VII. -	100·00	99·38	95·65	100·00	98·35	99·58
„ VI. -	100·00	95·21	94·95	99·59	88·55	96·28
„ V. -	99·85	89·27	93·24	98·93	85·05	96·58
„ IV. -	99·15	85·26	83·46	98·40	80·85	95·06
„ III. -	97·85	97·11	95·06	98·46	97·92	98·49
„ II. -	97·15	99·55	93·11	98·42	99·57	97·21
„ I. -	97·57	97·11	87·53	98·27	98·65	94·31
Of total number examined -	98·14	95·11	90·78	98·55	94·31	96·33

Numbers passed in reading, &c.

(1.) It thus appears, that of the 15,540 children presented for examination there passed in reading 15,316, in writing 14,657, and in arithmetic 14,971. Making in all 44,944 passes out of 46,620 possible passes, or in the form of a per-centage, 96·4 children passed in three subjects, giving a failure of only 3·6 in every hundred as against 5·3 in 1868. Further, it appears (Table II., columns 2, and 4) that the proportion of children individually examined to the whole number present is 63·64 per cent. for 1870, as against 61·26 per cent. for 1868, showing an advance of 2·38 per cent. This per-centage, which contrasts not unfavourably with that for the whole of Great Britain, should be kept in mind, when the other per-centages in these tables come to be considered in detail.

As compared with 1868.

Proportion examined to the whole number present in 1868 and 1870.

Comparison with general results for Great Britain.

(2.) There has been a very perceptible rise towards the higher standards during the past two years (Table I, and Table II., columns 1 and 3). In the higher Standards (IV.–VII.) 5,074, or 32·6 per cent. were presented for examination in 1870, as against 4,282, or 30·7 per cent. in 1868. But this is not all. In the one case 485, or 3·1 per cent.

Increased proportion in higher standards.

Results of 1870 contrasted with those of 1868.

were presented above Standard VI. as against 161, or 1·1 per cent. in the other.

Increase in proportion of passes, especially in Standards I. and IV.

(3.) Viewed as a whole, Table III. gives evidence of progress and improvement. It is also very satisfactory to find this improvement most marked just where it was most needed, viz. in the arithmetic of Standards I. and IV. This increase more than balances the decrease in the dictation of the higher standards.

Reading of higher standards very satisfactory, &c.

(4.) As regards the reading of the higher standards, the results, as given in Table III., are very satisfactory, considering the proportion that these now bear to the whole number examined. Standard VII. has no failure, while Standard VI. has only 4, Standard V. 15, and Standard IV. 35 failures. It must not, however, be supposed that *passable* reading is, in every case, good reading. Under that term I include fluency, pronunciation correct in the main, and a fair knowledge of the meaning of the passage. More than this it would be scarcely fair to expect in ordinary circumstances, and less always constitutes failure in the higher standards.

Passable reading not always good reading.

In several schools reading fluent, &c.

But to quote from my last report—

"Were it not invidious to single out schools I could name several in my district where the reading is not only fluent, but expressive, and where, even in the lower standards, the children read with ease, and in a way to show that they thoroughly appreciate the sense of the passage. In these schools, in addition to the reading lesson, the children are in the habit of committing to memory extracts from their reading books, which are repeated to the master, and errors in pronunciation, expression, or taste pointed out and corrected. In this way, the reading is improved, the taste cultivated, and the mind stored with much that often gives point to conversation, and always assists the young composer in acquiring an easy and natural style of writing."

The cause.

Importance of committing passages to memory.

Should be more attended to.

Were this valuable exercise more attended to in our elementary schools, we would hear less of monotonous and lifeless reading.

In examination schedule "writing" should be placed under two heads of writing and spelling.

(5.) Writing scarcely indicates what is meant by the heading of the column in the examination schedule. This subject should either be placed under two heads of writing and spelling, or named dictation, which may be said to include both. In my daily work I have often experienced the want of such a division, as penmanship is sometimes remarkably neat and clean, while spelling is bad, and *vice versâ*. It is, therefore, often with reluctance that I reject an exercise, which is fairly entitled to a partial recognition, but the present arrangement leaves no alternative. However excellent the penmanship may be, if the spelling is bad, failure must ensue.

The reason.

Slate-writing. Results in Standards I. and II. very satisfactory.

As regards the writing of Standards I. and II. the results in Table III. are very satisfactory. But the advance is even greater than these per-centages indicate. In Standard I. the letters and figures are now generally well formed, and, in some cases, small words are neatly written out by the children. In connection with the writing of Standard II. it has often occurred to me that a few easy words might, with propriety, be dictated in addition to the present exercise in transcription. Without materially increasing their work, this would be a valuable addition, and would prepare the children for the dictation of the higher standards.

An addition recommended in Standard II.

Writing to dictation. Results very high in Standards III. and VII.

(6.) With the exception of Standards III. and VII., in which the per-centages of success are very high, the results (Standards IV.–VI.), as compared with those of 1868, are not so favourable as I could have wished. Standard IV., as on former occasions, stands lowest, and here the failure is nearly 20 per cent. The teachers account for this by the difficulty of substituting pen and paper for pencil and slate; but I must confess that I am not satisfied with this ever ready excuse. The

Compared with those of 1868.

failure is the result, in nine cases out of ten, not of inferior penmanship, but of bad spelling. The truth is the subject is not well taught. Passages quite beyond their powers are too often dictated, and the exercises, to judge from the way in which my easier dictation is written, are done carelessly by the pupil, and must be revised superficially by the master. To be really useful the dictation exercises must be properly graduated. In the lower standards this is the case, but, as soon as the child passes from slate to paper, the gradation ceases, and his difficulties begin. For some time after entering Standard IV., the exercises should differ little from those in Standard III., and should be gradually increased in difficulty as the child becomes accustomed to the new circumstances in which it is placed. In this way the transference would be as easy as that from any other standard, and the progress of the pupil, I feel assured, as satisfactory.

Results of Standards IV. to VI. not so favourable.

Standard IV. stands lowest.

The cause.

The remedy.

(7.) On comparing the results of 1870 with those of 1868 it appears that the per-centages of passes in arithmetic are higher in all the standards, but specially so in Standards I. and IV. These standards in 1868 showed a deficiency of 12·47 per cent. and 16·54 per cent. respectively, while in 1870 it was only 5·69 per cent. and 4·94 per cent. In so far this is satisfactory. But I still find that Notation and Numeration are stumbling-blocks to the junior standards, and would seem to require more attention than has hitherto been given to them. In the higher standards also I have often to take exception to the careless way in which the sums are transferred to the paper, and in Standard VI. to the all but uniform ignorance of the form in which a bill of parcels should be written out. These are matters of detail, and only require to be pointed out to secure their rectification.

Arithmetic improving.

Notation, &c. should get more attention.

Such are the comparative results of the individual examinations in my district during the years 1868 and 1870. These, no doubt, indicate a certain amount of progress and improvement, but cannot fairly be held as evidence in themselves of any great amount of educational success. The per-centage of passes, without taking into account the average attendance, the average age of the children, the number who had made the required attendances, and the general state of the instruction in the school, merely proves that so many children have been taught to read, write, and cipher fairly. *Pass* must, in all cases, be carefully distinguished from *Perfection*.

Per-centages of passes not an exact measure of success.

Pass not *Perfection*.

In closing my remarks on the individual examination of the children, with which my assistant, Mr. Binnie, is more immediately connected, I embrace the opportunity of saying that he continues to give me entire satisfaction, and that I can thoroughly rely upon his judgment and discretion in the discharge of all the duties of his office.

Inspectors' assistant.

General Remarks.

What is the suitable age for the different standards? This is a question often asked, but not easily answered; as "suitable" in one part of my district may be "unsuitable" in another, and *vice versâ*. In the centres of mining and manufacturing industry, where juvenile labour is in great demand, children are sent to school and withdrawn again at a very early age, while in the pastoral districts, and more especially in the Highlands and Islands, whether from the sparseness of the population or the inclemency of the weather during winter and spring, the average age of children, when first sent to school, is much higher than in the low country. Hence, I not unfrequently find the average age of Standard I. as high in the one case, as that of Standard II., or even sometimes of Standard III., in the other.

Suitable age for standards.

Latitude of school age in this district.

Discrepancy between number qualified and number presented often a source of difficulty, &c.

In my official work this has often been a source of difficulty and annoyance. In cases where the discrepancy between the number, who had made the required attendances, and the number, who were presented for examination, was so marked as to excite my suspicion, or, when in the higher standards so many were absent on the day of inspection as to lead me to think that something more than *natural* causes had been at work, I am invariably met with a reference to supplementary Rule 5, or by the statement that neither managers nor master can compel the attendance of children, when it suits the convenience of parents to keep them at home. Again, in such centres of population as Partick, Govan, Dumbarton, &c., where iron ship-building is the staple industry, the habits of the working-class are very migratory. This naturally affects the school attendance, and prevents the managers, however willing, from presenting some, who had made the 200 attendances, but who, on the day of examination, were quite beyond the power of recall.

Causes assigned.

Causes peculiar to Partick, Govan, &c.

Presentation under Standards a fair one.

Requirements of Revised Code well known.

Advantages not so generally acknowledged as one would have expected in Scotland.

During the past year, the presentation in my district has been, upon the whole, a fair one. Now and again I took exception to the number presented for examination, but, as a rule, I was satisfied with the explanation offered by the managers, or in their absence, by the teacher. The requirements of the Revised Code are now well known, and though its advantages are not so generally acknowledged, as one would have expected, by a body of men so highly intelligent and well educated as the teachers of Scotland, still I feel assured that, so far at least as the schools under my own supervision are concerned, it is fairly and honestly worked.

Fairly and honestly worked in this district.

Log-book not so well kept as might be.

Sometimes well kept.

An interesting and valuable record of the progress of education in the locality.

All the aided schools in my district are now supplied with Log-books, but I regret to say that they are not so well kept as they might be. Daily entries seem to be made, but they are often, page after page, identical in sense though slightly differing in phraseology; a very common form of entry is "Lessons given according to time-table, and "progress satisfactory," or, "unsatisfactory," as the case may be, varied with "no remark," or, "nothing worthy of notice to-day." But perhaps the most objectionable form is a trivial entry at the top of a page, and "ditto" for the following days. Now and again, however, I meet with a log-book so well kept, that I feel a pleasure in tracing the classes from book to book, and from subject to subject throughout the year. But the log-book, even when it contains little beyond the names of the school-staff, and the official summary of the Inspector's report on the state of the school, &c., is an interesting and valuable record of the progress of education in the locality.

Registers generally well kept.

Registers and log-book should belong to the school.

The registers, as a rule, are now regularly marked, and the averages, &c. are carefully made out, and so tabulated as to be available for filling up the schedules at the close of the school-year. Both registers and log-book should be the property of the school. Much inconvenience often results from the opposite practice. A teacher, on leaving a school, takes them along with him, or mutilates them so that they are of little or no use to his successor, on the plea that a man can do what he wills with his own. Hence the not unfrequent note on Form IX., "This informa- "tion cannot be given this year, as the late teacher left no proper "registers, &c."

Religious instruction.

In regard to the religious instruction I have little to add to what I have already stated in former reports. It continues to receive the same amount of time and attention as formerly in all the aided schools, and though the methods are various the results are generally satisfactory. In this subject, perhaps more than in any other, the character of the teacher is reflected in his work. An earnest and thoughtful master will make this one of the most attractive and interesting exercises of the

day. But to be really useful in moulding the character of the young the spirit of the lesson must pervade the work of the school, and not be confined exclusively to a short morning hour. In other words, the moral tone of the school is not so much the effect of this morning lesson as of the ever-present, and all-pervading moral influence of the teacher himself.

Grammar and geography.

These branches are taught in all the schools of my district, and with as much success as before the introduction of the individual examinations under the Revised Code. In some schools, a good deal of instruction is given orally in grammar to the junior classes, while a general lesson in geography is given to the whole school, as introductory to the special instruction of the classes in this branch. This is evidently a favourite lesson, and it is very interesting to observe how the young faces brighten, when the teacher commences to sketch an outline map on the black-board. A lesson, begun in this spirit, ceases to be regarded as a task, and the result may be readily anticipated.

History.

The instruction in this subject is too much confined to the earlier parts of our history. It would surely be more useful, as it would certainly be more interesting, to give some attention to periods nearer our own times. It is no uncommon occurrence to get the leading facts and dates connected with the Roman and Saxon invasions pretty accurately from a class, who know little, or nothing about the Crimean War, or the Indian Mutiny.

Pupil-teachers. Numbers in 1870 and 1868 contrasted. Increase more apparent than real. Per-centage entering a Normal school small. The causes.

In addition to a large number of candidates for the office, I have examined 371 pupil-teachers during the past year, as against 287 for 1868. But this increase, though considerable, is more apparent than real. A large proportion leave at the end of the first or second year, and, compared with the number beginning, the per-centage of those who complete their apprenticeship and enter a Normal school is small. This is, no doubt, owing in some degree to the uncertainty in which the educational future of Scotland is shrouded, but, so far as I can see, the attraction of higher weekly wages, and a certain restlessness and love of change characteristic of that class to which they principally belong, have much more to do with it.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS, *inspected by him in* SCOTLAND.

MY LORDS, January 21, 1871.

Number of schools visited and of children examined.

DURING the 12 months which have elapsed since I last had the honour of addressing your Lordships, I have visited and reported upon 135 schools, containing, in the aggregate, 14,773 children of both sexes, in the several dioceses of the Scottish Episcopal Church, ranging over all the counties of Scotland, except seven.

Report not varying much from preceding ones.

In the observations which I have to make in this report there is little room for novelty, my sphere of labour being unchanged and the number of schools remaining very much the same as in the year 1869.

I here subjoin two tables for the years 1868, 1869, and 1870, in the former of which the comparative numbers of schools, of teachers, of pupil-teachers, and of scholars may be seen; in the latter, the per-centages, under each of these heads, of increase or of decrease :—

Comparative statement of schools.

TABLE I.

——	Schools.	Teachers.	Pupil-teachers.	Scholars.
A. - -	124	147	150	11,995
B. - -	125	141	158	11,666
C. - -	135	146	175	14,773

A. The year ended August 31, 1868.
B. „ „ 1869.
C. „ „ 1870.

From the above table the following per-centages are deduced :—

Per-centages.

TABLE II.—GENERAL PER-CENTAGES.

Schools.	Teachers.	Pupil-teachers.	Scholars.
5·5 increase.	·7 increase.	8·7 increase.	15·4 increase.

Results satisfactory.

The above results cannot but be highly satisfactory to the managers of Scottish Episcopal schools, as well as to teachers, and it will prove to be, it is hoped, a stimulus to both to put forward with increased energy their united efforts to improve the condition of their elementary schools, and thus to assist in benefiting the quality of the education in the country at large.

The following comparative table No. I. exhibits the per-centages of passes in 1868, 1869, and 1870, with the general per-centages; table No. II. the per-centages of failures, with the general per-centages in the same years.

No. I.

Per-centage of passes.

Years.	Per-centages of Passes in			General Per-centages.
	Reading.	Writing.	Arithmetic.	
1868 - -	91	89	82	87·3
1869 - -	85	90	85	86·6
1870 - -	92	92	90	91·3

No. II.

Per-centage of failures.

Years.	Per-centages of Failures in			General Per-centages.
	Reading.	Writing.	Arithmetic.	
1868 - -	9	11	18	12·7
1869 - -	15	10	15	13·4
1870 - -	8	8	10	8·7

The significance of the above figures will be readily seen, and the tables themselves speak their own tale.

The inferences deducible from an examination of the tables are these :—

(1.) The relation of the three subjects to each other continues much the same, the reading being the strongest, and the arithmetic the weakest; the writing however now exhibiting an equality with, and the arithmetic a close approximation to, the standard of the reading. Reading (1). Writing (2). Arithmetic (3).

(2.) The great increase of passes during the three years.

The above results are in the highest degree satisfactory.

It is not my intention to include in this report any detailed statement as to the condition of elementary education as it now exists in the schools of the several dioceses of Scotland, because, although many varying features are to be expected from the great distances between schools lying a hundred and two hundred miles apart, and call for occasional special remarks on that account, yet these notices, except at intervals of two or three years, appear to be a work of supererogation. My report for 1868 having drawn your Lordships' attention to the state of each Scottish diocese as regards the condition of its schools, I propose to defer for another year a distinctive reference to any one of these ecclesiastical divisions of my district, and to proceed at once to offer a few brief observations on those points which bear in common on the whole of the Scottish Episcopalian schools.

In reporting on the instruction given, I begin with that in religious subjects as being the most important.

Religious knowledge forms a subject of instruction in all the schools I visit. A fair amount of time is each day specially devoted to it; neither in this respect nor as to the character of the instruction is it relegated, I am happy to observe, to a subordinate position in the curriculum of school work, occupying at least the first and last half hour of the day's duties, and being given invariably either by the clergyman himself or by the chief teacher. It continues to be dispensed in an excellent spirit, and in no single instance throughout my entire district is the Bible now used for the purpose of teaching the art of reading. Religious knowledge not subordinated to any other subject of instruction.

I now proceed to refer to the working of our schools in regard to the more elementary subjects of reading, writing, and arithmetic. Elementary subjects.

Reading. Reading on the whole is progressing satisfactorily. The number of passes given in Table I. of the preceding page must not be understood as implying that in every respect I was always satisfied; they imply that the reading was correct, not halting, and intelligible to me without a book (which on occasions of my examination of a class in reading I never use). When this is the case I feel bound to give a "pass." But good reading, whether as to even approximate accuracy of pronunciation and the proper accent on words and phrases is certainly rare in our ordinary schools, and there is still a host of errors to combat before the reading in this sense can be called good.

Writing. Writing, as it used to be, is neither better nor worse. Good writing is of the utmost importance, not the scrawl or angular writing, now happily disappearing from our schools, but a bold print-like style. To secure this, the children should be seated at desks sloping at the proper angle, and on benches not too elevated. If this preliminary essential were always secured, the future work of obtaining good penmanship in our schools would be easy; the children would be at their ease; being under the supervision of a vigilant master, himself (if possible, but not necessarily) a good penman, they would be taught to hold the pen properly, to point it to the shoulder, to use freely the thumb and two fore-fingers. Attention to these two latter points would supersede and render unnecessary many of the methods of teaching writing now in use, such as tracing on the copy-books single letters, and making the children write over the tracing, or the forming the portion of a letter in pencil and directing the children to complete the letter.

I have expressed myself on this subject at greater length than usual, but the absence of good writing especially among the female schools of the country seems to demand something more than a passing notice of its condition.

Arithmetic improved. Arithmetic is, I think, taught with increasing intelligence, and I am glad to report that a great advance has been made in it during the last year, the failures per cent. having been reduced from 13·4 to 8·7; there is however room for continued improvement in this direction.

General improvement in the elementary subjects. On the whole the three elementary subjects of examination may be said to be taught successfully.

Geography, history, grammar. The higher subjects of geography, history, and grammar continue to be taught with varied success. History seems to engage the attention of masters much less than the other two subjects. Geography is the favourite subject; it is carefully taught, and to an extent that cannot fail to be useful. Grammar also, especially in the town schools, is intelligently taught, and in several instances I have observed very clear knowledge of the subject, so clear as to satisfy me that the children can apply their knowledge of it to a practical purpose.

Music. The subject of music calls for no especial remark; it certainly does not make the advance I should wish to see, neither does it retrograde.

Needlework and knitting advanced. In most of my schools needlework and knitting are very well taught, and the specimens of both are in many cases remarkably good. In this essential part of general education the advance for the last two or three years has been very decided and encouraging.

Registers. With respect to registers I am glad to be able to record that they are in very many cases most accurately and honestly kept, and though the exceptions to this are not a few, yet I am persuaded that this often results from mere carelessness on the part of the teacher. I have intimated that I shall expect in these latter instances greater accuracy in future.

Log book. The log books are also kept with regularity, by which I mean that there is some kind of entry each day that the school has been open; and though they are certainly attended to in a better style than formerly, yet

it is rarely that I am able to notice any trace of intelligent and sustained observation of the state of progress of the instruction throughout the year.

Managers' returns.

The remarks I felt called upon to make in my last report as to the irregularity and incompleteness of the managers' returns have had a salutary effect in reducing very materially the number of these unsatisfactory and inadequate documents, and leave me now no great cause of complaint on a subject that for a considerable time had occasioned much unnecessary trouble.

Pupil-teachers.

I beg leave now to offer one or two remarks on the condition and training of the pupil-teachers.

Inadequate teaching of male pupil-teachers.

On this subject I have to draw your Lordships' attention to my remarks in my general report of last year, and I must on this occasion avoid repeating what in former reports I have adverted to, viz., the insufficient training given to the male pupil-teachers.

The consequences of this are painfully evident at most of the examinations for admission into training colleges, in which many failures occur, evidencing too clearly, and confirming all my own previous impressions on the subject, that the instruction given to the male teachers during their apprenticeship is of a very inadequate description, and leading to a grave suspicion in my mind of dishonesty in some quarters. I would here repeat what I was compelled to state in a former report, that the inaptitude generally for their work of the pupil-teachers in the advanced stages of their apprenticeship, and their utter want of notions of discipline and good order, still mark the career of too many.

Female pupil-teachers better instructed.

These remarks apply more immediately to the male pupil-teachers, the instruction imparted in the female schools of the country being of a far more satisfactory character, and the results of several examinations of preceding years for admission into the female normal college in Edinburgh fully confirm my statement. I do not, however, advance this without one qualification.

Defective female penmanship.

In revising a large number of exercises worked by female candidates for admission to the Episcopal normal school at Christmas last, I was much struck by the extreme awkwardness of many of the young persons in the occupation of the benches, by their apparently most uncomfortable attitude at the desks, and by the impossibility arising therefrom of having a free use of the hand and fingers. The unavoidable consequence of all this did not surprise me, resulting as it did in a large majority of the cases in a most objectionable style of penmanship. This ought not to be permitted in the advanced stage of apprenticeship, and certainly those young females who are candidates for entrance to college ought to be able to write fairly, legibly, and neatly, and not to add to the labours of the training college teachers the work which should have engaged their time and attention at their respective schools. The precautions I have offered in an early part of this report on the subject of penmanship would, I am persuaded, go a long way towards remedying this evil which prevails very extensively in the female schools of the country, and towards forming a really good hand in the more advanced students.

Simple inspection schools.

The simple inspection schools have been all visited during the past year. They present varying features of progress, and although as a whole they bear no comparison with the other schools I inspect, some of them are distinguished by many excellent characteristics; their numbers are by slow degrees disappearing, and are being superseded by schools with certificated teachers.

School buildings, &c.

The school buildings throughout my district are for the most part excellent, well ventilated, very commodious, and thoroughly supplied with all the necessary equipments. In some few cases I have had to call

Defective out-offices.

attention to the improvable character of the offices, and to the necessity of having these more in keeping with the more prominent parts of the institution. I should like to see a more general erection of cisterns for regular flushing of the out-offices, instead of a roof water pipe being merely passed into the offices, and I am glad to have observed during the last year that these latter have been in some cases superseded by the other more effectual contrivance.

Conclusion.

I trust, my Lords, that I may now, in conclusion, express to the managers of the several schools under my inspection my sincere thanks for their uniform kindness, and for their readiness to carry out any suggestions which I have been able to make for the improvement of the institutions in which they take so lively an interest.

To the several teachers I am also much indebted for their ready co-operation with me at all times to ensure a thorough and strict examination of their schools.

And to your Lordships especially, and to those gentlemen in the Education Department to whom I am officially responsible, I owe a debt of deep gratitude for much courtesy and kind consideration, and of a continuance of which my best efforts shall be used to prove myself not altogether unworthy.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 2.

TRAINING SCHOOLS.

List of Training Schools under Inspection.

Name of Training School.	Name and Address of Correspondent.
Training Schools for Masters only. (15.)	
Bangor (Brit. and For. School Society's)	Rev. D. Rowlands, Bangor.
Battersea (National Society's)	Rev. E. Daniel, Battersea, London, S.W.
Borough Road (British & Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Carmarthen (National Society's)	Rev. R. H. Morris, Carmarthen.
Carnarvon (Church of England)	Rev. J. S. Boucher, Carnarvon.
Chelsea, St. Mark's (National Society's)	Rev. J. G. Cromwell, St. Mark's Training School, Chelsea, London, S.W.
Chester (Diocesan)	The Very Rev. The Dean of Chester, The Deanery, Chester.
Culham (Oxford Diocesan)	Rev. J. Ridgway, Culham, Abingdon.
Durham (Diocesan)	Rev. S. B. Smith, Trng. Sch., Durham.
Exeter (Diocesan)	Rev. J. G. Dangar, Exeter.
Hammersmith, St. Mary's (Roman Catholic).	Rev. T. Graham, Brook Green House, Hammersmith, London, W.
Peterborough (Church of England)	Rev. C. Daymond, Peterborough.
Saltley, nr. Birmingham (Worcester Dioc.)	Rev. T. J. Haworth, Saltley, Birmingham.
Winchester (Diocesan)	Rev. C. Collier, Trng. Sch., Winchester.
York and Ripon (Diocesan)	Rev. G. Rowe, York.
Training Schools for Mistresses only. (16.)	
Bishop Stortford (Rochester Diocesan)	Rev. A. H. Blunt, Bishop Stortford.
Brighton (Chichester Diocesan)	Rev. H. H. Wyatt, 84, Montpelier Road, Brighton.
Bristol, Gloucester, & Oxford (Dioc.)	Rev. W. Smith, Fishponds, Bristol.
Derby (Lichfield Diocesan)	Rev. Canon Latham, Little Eaton, Derby.
Durham (Diocesan)	Rev. W. H. Walter, Durham.
Edinburgh, Lochrin House (Scot. Epis.)	Rev. C. Smith, Edinburgh.
Gray's Inn Road (Home and Colonial School Society's).	Rev. J. Joyce Evans, Gray's Inn Road, London, W.C.
Lincoln (Diocesan)	Rev. Hector Nelson, Lincoln.
Liverpool Roman Catholic	The Principal, Roman Catholic Training School, 96, Mount Pleasant, Liverpool.
Norwich (Diocesan)	Rev. W. C. Davie, Norwich.
Ripon (York and Ripon Diocesan)	Rev. E. B. Badcock, Ripon.
Salisbury (Diocesan)	Rev. W. D. Morrice, Longbridge-Deverill, Warminster.
Stockwell (British and Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Truro (Exeter Diocesan)	C. Barham, Esq., Truro.
Warrington (Chester Diocesan)	The Rev. Canon Hornby, Bury, Lancashire.
Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea, London, S.W.
Training Schools for both Masters and Mistresses. (7.)	
Cheltenham (Church of England)	Rev. R. M. Chamney, Cheltenham.
Edinburgh, Castle Hill Terrace (Church of Scotland).	S. S. Laurie, Esq., 22, Queen Street, Edinburgh.
Edinburgh, Moray House (Free Church)	A. Thomson, Esq., Free Church Educational Committee, Edinburgh.
Glasgow, Dundas Vale (Ch. of Scotland)	J. Leitch, Esq., Training School, Dundas Vale, Glasgow.
Glasgow (Free Church)	W. Kidston, Esq., Free Church Training School, Glasgow.
Homerton (Congregational)	Rev. Dr. Unwin, The College, Homerton, London, N.E.
Westminster (Wesleyan)	Rev. W. G. Olver, Wesl. Training Sch., Horseferry Rd., Westminster, London, S.W.

(No. 1.)

Summary showing Original Cost of Buildings, Expenditure in 1870, and Number of Students in 1871.

Denomination.	Original Cost of Buildings.			Amount of Expenditure for Year 1870.			Number of Students in 1871.					
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council.	Balance from other Sources.	Total.	Resident.			Room for		
							Male.	Female.	Total.	Male.	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of England	194,085 14 1¾	91,474 10 3	285,560 4 4¾	54,317 15 2	8,609 17 3	62,927 12 5	780	780	1,560	925	785	1710
British	40,425 9 7	12,203 7 6	52,628 17 1	7,491 19 4	1,615 2 0	9,107 1 4	162	124	285	171	125	296
Wesleyan	33,101 9 3	5,049 10 0	38,150 19 3	5,140 3 4	2,273 8 2	7,413 11 6	76	60	136	84	70	154
Congregational	- - -	- - -	- - -	1,969 10 5	773 12 3	2,743 2 8	24	26	50	25	25	50
Home and Colonial	1,600 0 0	6,000 0 0	7,600 0 0	4,698 10 0	1,454 11 11	6,153 1 11	—	140	140	—	140	140
Roman Catholic	9,630 0 8	3,900 0 0	13,530 0 8	4,867 8 7	808 3 2	5,675 11 9	70	73	143	70	73	143
Scotch :—												
Established	14,699 7 10½	11,847 8 0	26,546 15 10½	7,549 7 8	725 7 9	8,274 15 5	140	136	276	*—	—	—
Free Church	14,467 18 6	7,492 10 0	21,960 8 6	8,286 5 2	81 18 4	8,368 3 6	132	185	317	*—	—	—
Episcopal	- - -	- - -	- - -	619 10 0	301 5 7	920 15 7	—	25	25	—	26	26
Grand Totals	308,010 0 0¼	137,967 5 9	445,977 5 9¼	94,940 9 8	16,643 6 5	111,583 16 1	1,384	1,549	2,933	1,275	1,244	2,519

* The students of these training schools are non-resident.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).	Number denoting College on opposite Page.
CHURCH OF ENGLAND	Cheltenham, *Male*	11	3	1
	„ *Female*			
	Peterborough, *Male*	3	1	2
	NATIONAL SOCIETY'S, at Battersea, *Male*	11	—	3
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	10	2	4
	NATIONAL SOCIETY'S, at Whitelands, *Female*	8	4	5
	NATIONAL SOCIETY'S, at Carmarthen, *Male*	5	—	6
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	6	2	7
	DIOCESAN, at Brighton (Chichester), *Female*	8	1	8
	DIOCESAN, at Fishponds (Gloucester and Bristol and Oxford), *Female*	8	2	9
	DIOCESAN, at Carnarvon, *Male*	5	—	10
	DIOCESAN, at Chester, *Male*	7	1	11
	DIOCESAN, at Culham (Oxford), *Male*	8	—	12
	DIOCESAN, at Derby (Lichfield), *Female*	7	2	13
	DIOCESAN, at Durham, *Male*	4	1	14
	DIOCESAN, at „ *Female*	6	2	15
	DIOCESAN, at Exeter, *Male*	7	—	16
	DIOCESAN, at Lincoln, *Female*	4	—	17
	DIOCESAN, at Norwich, *Female*	7	1	18
	DIOCESAN, at Salisbury, *Female*	7	—	19
	DIOCESAN, at Saltley (Worcester), *Male*	8	—	20
	DIOCESAN, at Truro (Exeter), *Female*	6	2	21
	DIOCESAN, at Warrington (Chester), *Female*	9	3	22
	DIOCESAN, at Winchester, *Male*	5	1	23
	DIOCESAN, at York (York and Ripon), *Male*	5	2	24
	DIOCESAN, at Ripon „ *Female*	7	—	25
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	8	1	26
	„ „ at Stockwell, Surrey, *Female*	8	2	27
	„ „ at Bangor, *Male*	5	—	28
	WESLEYAN, in Horseferry Road, Westminster, *Male*	13	5	29
	„ „ „ *Female*			
	CONGREGATIONAL, at Homerton, *Male*	9	1	30
	„ „ *Female*			
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	15	2	31
	ROMAN CATHOLIC, at Hammersmith, *Male*	6	1	32
	ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female*	11	—	33
	CHURCH OF SCOTLAND, at Edinburgh, *Male*	10	1	34
	CHURCH OF SCOTLAND, at „ *Female*			
	CHURCH OF SCOTLAND, at Glasgow, *Male*	7	5	35
	CHURCH OF SCOTLAND, at „ *Female*			
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	11	1	36
	FREE CHURCH IN SCOTLAND, at „ *Female*			
	FREE CHURCH IN SCOTLAND, at Glasgow, *Male*	8	4	37
	FREE CHURCH IN SCOTLAND, at „ *Female*			
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House), *Female*	4	—	38
	Total	287	53	

* In cases where the teachers of the Practising School are also teachers of

† The students of these Training

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite Page.	Number of Students resident in February 1870.			Number who quitted the College at end of 1870.	Number of new Admissions in 1871.	Number of Students resident in February 1871.			Room for.
	Admitted pursuant to Article 96.	Others.	Total.			Admitted pursuant to Article 96.	Others.	Total.	
1	60	—	60	19	48	87	1	88	98
	59	—	59	27	27	58	—	58	60
2	43	—	43	23	22	42	—	42	43
3	78	—	78	40	43	80	—	80	80
4	89	—	89	29	55	105	—	105	105
5	107	—	107	50	52	106	—	106	107
6	24	5	29	8	16	31	—	31	60
7	57	—	57	26	27	57	—	57	57
8	44	2	46	19	22	49	—	49	49
9	80	—	80	38	40	80	—	80	80
10	24	4	28	12	13	20	3	23	43
11	17	4	21	—	37	53	—	53	70
12	60	7	67	15	52	90	3	93	95
13	44	—	44	24	23	42	—	42	44
14	31	—	31	6	21	46	—	46	47
15	41	—	41	15	21	46	—	46	46
16	29	1	30	9	22	34	6	40	48
17	40	—	40	20	21	40	—	40	40
18	40	—	40	19	19	40	—	40	40
19	63	—	63	29	31	63	—	63	63
20	88	—	88	42	42	88	—	88	114
21	32	2	34	11	15	34	—	34	34
22	103	—	103	51	51	102	—	102	102
23	31	—	31	17	19	33	—	33	56
24	33	—	33	12	37	58	—	58	66
25	62	—	62	30	32	63	—	63	63
26	100	—	100	47	64	100	13	113	120
27	105	—	105	49	69	102	22	124	125
28	41	—	41	12	22	41	8	49	51
29	71	5	76	68	69	75	1	76	84
	61	4	65	55	51	57	3	60	70
30	19	—	19	5	10	24	—	24	50
	24	—	24	9	11	26	—	26	
31	140	—	140	77	76	140	—	140	140
32	50	—	50	18	38	70	—	70	70
33	73	—	73	40	41	73	—	73	73
34	58	3	61	30	41	68	2	70	†
	55	—	55	26	39	68	—	68	†
35	59	—	59	22	36	70	—	70	†
	55	—	55	26	40	68	—	68	†
36	43	—	43	20	40	63	—	63	†
	97	—	97	51	68	111	—	111	†
37	45	—	45	11	36	69	—	69	†
	67	—	67	32	43	74	—	74	†
38	21	—	21	11	15	25	—	25	26
	2,563	37	2,600	1,200	1,617	2,871	62	2,933	2,519

method in the Training School they are included in the staff of the latter.
Schools are non-resident.

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of TRAINING

TRAINING SCHOOL.	INCOME (Amount											
	1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations.							
	Under Revised Code.*		From Science and Art Department.		a. Inalienable from the College by Law.		b. Alienable from the College at Discretion.		a. From Individuals.		b. From Diocesan Boards and other Charitable Bodies.	
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.	
CHURCH OF ENGLAND. NATIONAL SOCIETY'S, at Cheltenham, *Male*	3,188 10 4		15 0 0		130 15 7		- - -		611 17 9		- - -	
" *Female*	1,977 4 6		- - -		130 15 7		- - -		491 8 9		- - -	
Peterborough	2,458 1 1		100 5 0		- - -		- - -		142 6 4		287 10 0	
Battersea	4,113 6 0		67 10 0		- - -		14 4 6		248 15 9		500 0 0	
Chelsea, St. Mark's	4,579 13 9		50 10 0		- - -		- - -		95 17 6		800 0 0	
Whitelands	3,558 1 4		3 10 0		- - -		176 14 5		90 12 6		350 0 0	
Carmarthen	1,190 15 5		13 5 0		- - -		- - -		106 11 0		618 0 0	
DIOCESAN, at Bishop's Stortford (Rochester)	2,023 18 3		- - -		- - -		24 10 7		508 0 0		- - -	
Brighton (Chichester)	1,290 19 9		1 10 0		- - -		- - -		202 6 0		- - -	
Bristol (Gloucester and Bristol, and Oxford)	1,959 13 10		- - -		122 3 8		- - -		209 3 0		- - -	
Carnarvon	1,123 2 1		4 10 0		- - -		- - -		91 11 6		400 0 0	
Chester	930 0 0		- - -		17 0 10		- - -		- - -		- - -	
Culham (Oxford)	2,434 8 6		166 19 8		- - -		- - -		- - -		495 11 7	
Derby (Lichfield)	1,310 7 5		- - -		- - -		- - -		271 8 0		77 18 0	
Durham, *Male*	1,637 10 0		- - -		51 9 1		- - -		380 14 6		165 0 0	
" *Female*	1,332 12 0		- - -		17 16 4		- - -		246 14 6		20 0 0	
Exeter	1,561 5 0		11 10 0		- - -		12 18 8		120 9 0		5 0 0	
Lincoln	1,339 11 0		10 10 0		366 12 9		- - -		4 2 0		- - -	
Norwich	1,204 2 3		2 0 0		- - -		7 19 7		253 3 6		11 9 0	
Salisbury	1,811 7 6		- - -		- - -		- - -		- - -		- - -	
Saltley (Worcester)	4,132 14 6		14 10 0		- - -		- - -		397 19 0		382 15 0	
Truro (Exeter)	870 7 7		- - -		- - -		- - -		77 19 0		76 0 0	
Warrington (Chester)	2,860 17 4		- - -		10 0 0		- - -		- - -		671 12 2	
Winchester	1,366 13 1		18 10 0		- - -		27 15 7		- - -		321 16 6	
York (York and Ripon), *Male*	1,733 1 5		50 7 8		- - -		- - -		- - -		167 10 0	
Ripon " *Female*	1,750 10 1		48 14 2		- - -		- - -		- - -		275 0 0	
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark	3,752 12 8		25 10 0		- - -		- - -		401 15 11		- - -	
at Stockwell, Surrey	2,240 3 3		8 0 0		- - -		- - -		519 5 7		- - -	
at Bangor	1,450 13 5		15 0 0		- - -		- - -		193 8 6		- - -	
CONGREGATIONAL, at Homerton	1,931 5 0		38 5 5		- - -		- - -		885 8 0		- - -	
WESLEYAN, in Horseferry Road, Westminster	5,132 13 4		7 10 0		- - -		- - -		- - -		2,073 4 11	
HOME AND COLONIAL SCHOOL SOCIETY, in Gray's Inn Road	4,685 10 0		13 0 0		- - -		- - -		941 15 6		270 8 11	
ROMAN CATHOLIC, at Hammersmith	2,372 1 5		19 10 0		- - -		- - -		- - -		436 6 1	
Liverpool (Mount Pleasant)	2,387 12 1		88 5 1		- - -		- - -		150 0 0		300 0 0	
Total, England and Wales	77,691 4 10		794 2 0		846 13 10		264 3 4		7,642 13 1		8,705 2 2	
CHURCH OF SCOTLAND, at Edinburgh	3,810 18 3		10 0 0		- - -		- - -		- - -		100 0 0	
at Glasgow	3,516 14 5		211 15 0		- - -		- - -		- - -		250 0 0	
FREE CHURCH IN SCOTLAND, at Edinburgh	4,146 18 9		17 10 0		- - -		- - -		- - -		72 4 2	
at Glasgow	4,121 16 5		- - -		- - -		- - -		1,010 17 5		100 0 0	
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House)	619 10 0		- - -		- - -		- - -		217 19 9		50 0 0	
Total, Scotland	16,215 17 10		239 5 0		- - -		- - -		1,228 17 2		572 4 2	
Grand total	93,907 2 8		1,033 7 0		846 13 10		264 3 4		8,871 10 3		9,277 6 4	

* The last instalment of grant having been paid before the close of the year instead of, as in former years, early in the following year, the sums entered in this column include one instalment of the grant for 1869, and the whole of the grant for 1870, viz.:—

	Grant for 1870.	Fifth instalment of grant for 1869, received in January 1870.	Total grant received in 1870.
England and Wales	£68,698 18 10	£8,892 6 0	£77,691 4 10
Scotland	14,380 12 0	1,835 5 10	16,215 17 10
Total	£83,079 10 10	£10,827 11 10	£93,907 2 8

SCHOOLS, in the Year ending 31st December 1870.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	Received from Students for Books sold to them.	Received from other Sources.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
206 0 0	- - -	- - -	- - -	69 3 8	27 5 2	6 7 6	4,254 19 8
155 0 0	- - -	- - -	- - -	67 5 2	11 3 8	4 12 1	2,836 9 9
105 0 0	- - -	- - -	- - -	- - -	45 1 11	- - -	3,138 4 4
185 0 0	- - -	- - -	- - -	- - -	188 18 1	- - -	5,317 14 4
280 10 0	- - -	- - -	- - -	- - -	123 13 2	25 15 1	5,955 19 6
290 0 0	- - -	- - -	- - -	- - -	71 5 7	†306 19 3 / 3 0 0	4,850 3 1
86 17 0	- - -	- - -	- - -	- - -	- - -	- - -	2,015 8 5
111 0 0	- - -	- - -	- - -	- - -	43 11 5	- - -	2,711 0 3
202 0 0	- - -	- - -	- - -	23 15 4	24 11 8	- - -	1,745 2 9
231 0 0	- - -	- - -	- - -	- - -	55 0 9	- - -	8,577 1 3
46 0 0	47 17 0	- - -	- - -	- - -	34 13 7	27 7 10	1,775 2 0
68 0 0	- - -	- - -	- - -	- - -	- - -	4 0 9	1,019 1 7
161 5 0	- - -	- - -	- - -	- - -	99 17 8	- - -	3,358 2 5
63 0 0	- - -	- - -	10 0 0	- - -	32 3 6	- - -	1,764 16 11
115 0 0	- - -	- - -	- - -	25 11 5	24 0 3	†46 3 1	2,445 8 4
125 0 0	- - -	- - -	- - -	3 0 1	- - -	- - -	1,746 2 11
74 15 0	- - -	- - -	- - -	- - -	- - -	100 0 0	1,885 17 8
9 10 0	- - -	- - -	- - -	- - -	21 15 2	- - -	1,752 0 11
0 11 6	- - -	- - -	- - -	27 18 6	36 18 0	- - -	1,544 2 4
182 0 0	- - -	- - -	- - -	- - -	43 4 0	- - -	2,036 11 6
17 0 0	- - -	- - -	10 0 0	- - -	100 2 0	- - -	5,055 0 6
55 10 0	- - -	- - -	- - -	- - -	8 3 8	10 0 0	1,098 0 3
256 0 0	- - -	- - -	- - -	18 11 6	41 1 5	- - -	3,858 2 5
74 12 0	- - -	- - -	- - -	- - -	- - -	- - -	1,809 7 2
111 13 4	10 0 0	- - -	- - -	- - -	51 18 8	7 10 3	2,132 1 4
182 10 0	5 0 0	- - -	- - -	- - -	59 11 9	15 0 0	2,336 6 0
159 0 0	- - -	- - -	- - -	- - -	101 0 11	- - -	4,439 19 6
191 0 0	- - -	- - -	- - -	- - -	94 12 4	- - -	3,053 1 2
- - -	- - -	- - -	45 0 0	85 15 9	34 6 2	10 10 8	1,834 14 6
128 19 9	- - -	- - -	- - -	29 18 4	83 5 1	- - -	3,097 1 7
50 8 0	- - -	- - -	- - -	- - -	144 19 9	4 5 0	7,413 1 0
273 0 0	- - -	- - -	- - -	6 15 7	165 8 0	- - -	6,295 18 0
- - -	- - -	- - -	- - -	- - -	22 1 11	- - -	2,849 19 5
144 0 0	- - -	- - -	- - -	- - -	49 4 0	10 14 0	3,129 15 2
4,281 1 7	62 17 0	- - -	65 0 0	357 15 4	1,838 19 3	582 5 6	103,131 17 11
607 4 0	- - -	- - -	- - -	- - -	230 0 0	11 2 6	4,769 4 9
29 15 0	- - -	- - -	- - -	- - -	257 16 5	36 3 0	4,302 3 10
313 3 3	- - -	- - -	100 0 0	- - -	161 9 0	152 12 4	4,963 17 6
239 8 0	- - -	- - -	- - -	- - -	155 1 10	74 0 2	5,701 3 10
4 0 0	- - -	- - -	- - -	- - -	10 5 1	- - -	901 14 10
1,193 10 3	- - -	- - -	100 0 0	- - -	814 12 4	273 18 0	20,638 4 9
5,474 11 10	62 17 0	- - -	165 0 0	357 15 4	2,653 11 7	856 3 6	123,770 2 8

† Practising Schools.

(continued)

(No. 3.)—Table showing the Income and Expenditure of Training

TRAINING SCHOOL.	EXPENDITURE (Amounts						
	1. Salaries of Teachers or Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Lights.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND DIOCESAN, at Cheltenham, *Male*	1,255 0 0	85 3 3	76 13 2	1,212 4 7	113 8 4	170 17 8	171 19 7
„ *Female*	590 0 0	33 5 10	68 15 8	783 16 0	107 5 10	114 2 0	96 16 9
Peterborough	553 0 1	155 7 0	65 3 11	1,022 13 8	108 14 11	96 5 4	135 18 2
NATIONAL SOCIETY'S, at Battersea	1,110 2 0	469 15 9	100 1 8	1,690 14 8	249 0 1	214 1 1	162 6 0
NATIONAL SOCIETY'S, at Chelsea, St. Mark's	1,318 15 0	272 2 9	73 11 7	1,512 18 4	212 9 9	232 18 0	208 14 6
NATIONAL SOCIETY'S, at Whitelands	1,310 0 0	111 12 3	65 10 6	1,284 0 9	81 15 3	150 15 1	197 11 9
NATIONAL SOCIETY'S, at Carmarthen	514 0 0	35 7 5	48 0 10	540 4 7	29 5 11	77 13 2	81 2 3
Bishop's Stortford (Rochester)	642 2 0	85 2 2	66 9 3	891 18 6	- -	92 4 1	163 12 10
Brighton (Chichester)	396 13 0	40 7 5	15 4 11	553 9 5	31 15 5	59 3 0	93 3 2
Bristol (Gloucester and Bristol, and Oxford)	539 8 0	100 18 9	38 10 11	1,061 0 6	- -	118 18 4	105 5 9
Carnarvon	535 0 0	86 16 1	16 5 6	519 19 1	28 17 11	67 12 0	47 17 10
Chester	507 6 3	7 18 11	22 12 6	276 1 11	31 19 2	32 13 3	32 12 5
Culham (Oxford)	900 10 4	188 3 2	100 8 3	1,158 16 6	88 0 9	104 5 1	78 7 11
Derby (Lichfield)	444 0 0	99 9 1	27 17 6	580 0 1	73 6 6	42 4 2	64 10 3
Durham, *Male*	672 14 5	128 5 0	45 4 6	587 18 8	91 3 10	93 3 11	106 13 11
„ *Female*	510 0 0	20 18 1	7 11 11	527 16 1	13 8 5	66 4 6	70 8 8
Exeter	505 14 0	60 9 11	25 16 0	774 4 7	57 9 8	69 13 10	75 4 7
Lincoln	445 6 0	23 11 1	40 5 10	617 15 1	-	122 8 10	82 10 0
Norwich	415 0 0	55 3 2	22 6 9	540 13 4	93 3 6	32 7 2	47 13 2
Salisbury	520 0 0	70 14 3	8 13 0	882 16 2	61 4 8	41 17 6	95 7 1
Saltley (Worcester)	1,174 15 0	267 16 11	204 0 9	1,582 6 11	208 9 9	170 16 1	161 8 3
Truro (Exeter)	254 16 9	17 15 11	14 4 4	424 0 9	12 5 7	55 3 1	74 15 1
Warrington (Chester)	806 10 6	106 14 10	13 2 3	1,202 3 11	150 6 6	137 13 1	161 1 6
Winchester	461 14 2	20 7 11	13 17 4	771 16 6	52 17 1	52 16 4	58 14 7
York (York and Ripon), *Male*	645 0 0	72 16 10	8 18 5	889 15 4	- -	119 19 4	93 3 0
Ripon „ *Female*	637 3 4	144 2 0	3 0 3	776 15 8	- -	103 11 1	116 14 8
BRITISH AND FOREIGN SCHOOL SOCIETY'S in Borough Road, Southwark	1,104 17 6	111 14 1	74 16 4	1,606 11 10	186 2 11	213 18 11	163 19 10
BRITISH AND FOREIGN SCHOOL SOCIETY'S at Stockwell, Surrey	642 15 0	106 3 7	76 3 0	1,207 2 2	74 6 6	122 18 5	181 8 7
BRITISH AND FOREIGN SCHOOL SOCIETY'S at Bangor	580 0 0	82 8 0	58 10 1	594 15 8	45 8 3	62 0 0	64 3 3
CONGREGATIONAL, at Homerton	818 9 6	105 11 11	171 4 5	807 5 5	89 7 1	136 4 7	137 0 4
WESLEYAN, in Horseferry Road, Westminster	1,956 0 0	304 13 4	154 10 4	2,228 0 3	210 16 2	342 19 3	500 15 6
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	2,021 6 10	206 11 11	203 13 1	1,925 11 8	425 17 1	147 7 0	217 19 1
ROMAN CATHOLIC, at Hammersmith	549 8 0	196 1 7	17 6 4	1,199 3 6	- -	80 0 0	201 18 5
ROMAN CATHOLIC, at Liverpool (Mount Pleasant)	578 5 1	89 3 6	27 12 8	1,069 1 2	108 15 0	60 0 0	90 19 11
Total, England and Wales	25,915 12 9	3,902 13 8	1,976 3 9	33,353 13 3	3,037 1 10	3,804 15 2	4,342 18 7
CHURCH OF SCOTLAND, at Edinburgh	1,292 18 9	272 3 5	92 5 4	1,960 16 11	- -	102 16 0	76 8 8
CHURCH OF SCOTLAND, at Glasgow	1,242 0 0	327 10 11	52 11 0	1,448 0 0	- -	47 10 0	29 14 11
FREE CHURCH IN SCOTLAND, at Edinburgh	1,505 10 0	225 8 11	93 4 7	2,083 9 6	- -	74 16 8	16 4 5
FREE CHURCH IN SCOTLAND, at Glasgow	1,535 0 0	206 1 0	77 15 3	1,812 0 0	- -	98 8 1	29 19 6
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House)	245 0 0	25 1 6	32 13 6	402 8 5	12 16 8	36 10 0	28 8 6
Total, Scotland	5,820 8 9	1,056 5 9	348 9 8	7,706 14 10	12 16 8	360 0 9	180 16 0
Grand total	31,736 1 6	4,958 19 5	2,324 13 5	41,060 8 1	3,049 18 6	4,164 15 11	4,523 14 7

* Invested.

† These amounts are not actual payments by the college. They represent that part of the cost of maintenance the bursaries, entered under No. 4., paid to them towards it), *vide* special arrangement stated in Report of Com-

Schools, in the Year ending 31st December 1870—*continued.*

actually disbursed during the Year).

8. Medical Attendance.	9. Furniture and Repairs.	10. Rent, Rates, Taxes, and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	Other Payments included in College Balance Sheets. 14. Net Cost of Practising School.	15. Extraordinary Expenditure.	16. Total Expenditure of Colleges.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
24 3 8	325 15 3	205 3 5	- - -	4 0 6	3,644 9 5	30 0 0	- - -	3,674 9 5
27 19 2	87 19 7	118 16 5	2 1 0	4 1 4	2,034 19 7	37 10 0	81 18 6	2,154 8 1
21 14 6	306 18 4	37 9 8	31 15 5	33 15 5	2,568 16 5	61 5 0	322 6 2	2,952 7 7
50 0 0	532 8 8	383 2 7	53 12 2	61 16 0	5,017 0 8	- - -	- - -	5,017 0 8
76 1 4	508 8 5	200 4 2	62 16 3	70 13 2	4,749 13 3	399 19 8	- - -	5,149 12 11
66 12 11	399 1 7	426 17 8	27 7 2	- - -	4,121 4 11	- - -	300 10 0	4,421 14 11
30 18 10	91 17 7	37 18 8	37 7 2	- - -	1,523 16 5	67 4 3	106 0 0	1,697 0 8
61 17 6	254 17 6	57 15 2	63 14 5	- - -	2,379 13 5	97 6 11	- - -	2,477 0 4
55 10 4	107 18 9	52 1 6	4 5 9	20 13 11	1,430 0 7	- - -	- - -	1,430 6 7
43 4 6	266 17 2	43 6 3	52 12 5	35 11 10	2,405 14 5	48 11 2	- - -	2,454 5 7
15 0 0	146 9 2	17 4 3	- - -	57 7 9	1,538 9 7	20 0 0	72 9 6	1,630 19 1
11 0 0	44 8 4	28 5 8	5 5 3	- - -	1,000 3 8	- - -	- - -	1,000 3 8
11 11 3	613 17 5	51 18 9	61 5 2	- - -	3,357 4 7	- - -	- - -	3,357 4 7
21 17 9	96 7 2	57 4 8	6 3 1	5 18 7	1,518 18 10	0 6 0	- - -	1,519 4 10
34 0 2	216 16 8	113 13 3	95 17 11	- - -	2,181 12 3	- - -	- - -	2,181 12 3
25 1 0	105 16 0	33 9 4	15 0 0	1 1 0	1,446 15 0	86 9 5	2 0 0	1,535 4 5
9 3 7	198 15 7	87 4 9	46 6 8	- - -	1,910 3 2	- - -	109 10 9	2,019 13 11
21 11 0	148 9 9	27 7 0	- - -	- - -	1,529 4 7	38 10 1	6 7 2	1,574 1 10
15 7 0	163 11 0	69 3 4	0 14 0	0 6 11	1,455 9 4	5 0 0	- - -	1,460 9 4
31 0 6	127 11 2	66 7 8	16 6 8	- - -	1,921 18 8	50 0 0	- - -	1,971 18 8
20 15 0	393 6 10	130 6 11	9 12 2	2 7 3	4,326 1 10	53 9 5	60 19 11	4,440 11 2
16 13 3	74 10 10	13 1 8	12 5 4	6 11 7	976 4 2	8 1 1	- - -	984 5 3
46 18 0	270 14 6	183 10 8	0 12 0	- - -	3,079 7 9	- - -	- - -	3,079 7 9
8 15 11	138 0 7	38 8 3	1 9 0	- - -	1,618 17 8	1 13 5	3 0 6	1,623 11 7
10 6 5	185 7 10	90 18 0	8 17 4	- - -	2,125 2 6	- - -	35 5 0	2,160 7 6
18 0 4	89 16 4	41 18 6	34 14 1	- - -	1,965 16 3	22 13 10	- - -	1,988 10 1
35 9 0	449 13 10	412 4 2	- - -	38 16 11	4,398 5 4	- - -	41 14 2	4,439 19 6
38 10 9	331 12 3	224 6 1	6 15 3	10 18 11	3,043 0 6	- - -	10 0 8	3,053 1 2
11 16 4	99 4 6	6 11 7	- - -	9 3 0	1,614 0 8	- - -	- - -	1,614 0 8
12 2 6	379 6 6	82 11 10	3 18 7	- - -	2,743 2 8	- - -	- - -	2,743 2 8
85 14 5	985 3 10	570 11 9	- - -	74 6 8	7,413 11 6	- - -	- - -	7,413 11 6
74 15 9	397 3 3	440 8 6	- - -	92 7 9	6,153 1 11	97 9 1	- - -	6,250 11 0
18 6 4	465 7 6	112 2 7	6 15 8	10 19 3	2,857 9 2	- - -	- - -	2,857 9 2
26 17 6	200 3 10	521 2 5	8 16 6	36 5 0	2,818 2 7	- - -	- - -	2,818 2 7
1,078 16 6	9,223 17 6	4,982 17 1	672 6 5	577 2 9	92,867 19 3	1,125 9 4	1,152 2 4	95,145 10 11
37 3 11	164 9 10	305 2 9	- - -	†331 0 0	4,635 5 7	- - -	50 10 0 *500 0 0	4,854 15 7
35 5 0	113 1 5	24 6 7	- - -	†832 0 0	4,151 19 10	46 9 6	100 0 0	3,466 9 4
15 0 0	86 3 10	23 15 6	- - -	†528 1 6	4,651 14 11	- - -	51 11 8	4,475 5 1
15 0 0	56 6 4	51 11 1	- - -	†312 5 0	4,194 6 3	- - -	310 17 2	4,192 18 5
- - -	21 5 0	116 12 0	- - -	- - -	920 15 7	- - -	- - -	920 15 7
102 8 11	441 6 5	521 7 11	- - -	2,003 6 6	18,554 2 2	46 9 6	1,012 18 10	17,610 4 0
1,181 5 5	9,665 3 11	5,504 5 0	672 6 5	2,580 9 3	111,422 1 5	1,171 18 10	2,165 1 2	112,755 14 11

which is borne by the students (*i.e.* the difference between the actual cost of the board and lodging of students and mittee of Council on Education, 1864-5, p. xxxi.

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each TRAINING

	TRAINING SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE AND IN THE					
			Tuition and other Expenses of Instruction. I.			Board, Fuel, and other Expenses of Keep. II.		
			£	s.	d.	£	s.	d.
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's)	40	662	8	0	778	3	6
	Battersea (National Society's)	78	1,519	17	9	2,366	1	10
	Borough Road (British and Foreign School Society's)	98	1,216	11	7	2,206	2	6
	Carmarthen (National Society's)	27	549	7	5	759	4	9
	Carnarvon (Church of England)	27	621	16	1	679	6	10
	Chelsea (National Society's)	88	1,590	17	9	2,243	1	11
	Cheltenham (Church of England)	61	1,340	8	3	1,692	13	10
	Chester (Diocesan)	17	515	5	2	384	6	9
	Culham (Oxford Diocesan)	65	1,088	13	6	1,441	1	6
	Durham (Diocesan)	32	800	19	5	913	0	6
	Exeter (Diocesan)	32	566	3	11	985	16	3
	Hammersmith (Roman Catholic)	53	745	9	7	1,499	8	3
	Peterborough (Church of England)	43	708	7	1	1,385	6	7
	Saltley (Worcester Diocesan)	88	1,442	11	11	2,143	16	0
	Winchester (Diocesan)	31	482	2	1	945	0	5
	York (York and Ripon Diocesan)	34	717	16	10	1,113	4	1
		814						
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan)	56	727	4	2	1,209	12	11
	Brighton (Chichester Diocesan)	46	437	0	5	793	1	4
	Bristol (Gloucester and Bristol and Oxford Diocesan)	79	640	6	9	1,328	9	1
	Cheltenham (Church of England)	59	623	5	10	1,129	19	9
	Derby (Lichfield Diocesan)	43	543	9	1	781	18	9
	Durham (Diocesan)	40	530	18	1	752	18	8
	Edinburgh (Scottish Episcopal)	21	270	1	6	480	3	7
	Gray's Inn Road (Home and Colonial School Society's)	140	2,227	18	9	2,791	10	7
	Lincoln (Diocesan)	40	468	17	1	844	4	11
	Liverpool (Roman Catholic)	73	667	8	7	1,356	13	7
	Norwich (Diocesan)	40	470	3	2	729	4	2
	Ripon (York and Ripon Diocesan)	62	781	5	4	1,015	1	9
	Salisbury (Diocesan)	62	590	14	3	1,112	5	11
	Stockwell (British and Foreign School Society's)	105	748	18	7	1,624	6	5
	Truro (Exeter Diocesan)	33	272	12	8	582	17	9
	Warrington (Chester Diocesan)	103	913	5	4	1,698	3	0
	Whitelands (National Society's)	105	1,421	12	3	1,780	15	9
		1,107						
FOR BOTH MASTERS AND MISTRESSES.	*Edinburgh* (Church of Scotland)	116	1,565	2	2	2,508	5	6
	Edinburgh (Free Church)	139	1,730	18	11	2,717	12	1
	Glasgow (Church of Scotland)	111	1,569	10	11	2,392	9	11
	Glasgow (Free Church)	109	1,741	1	0	2,267	12	7
	Homerton (Congregational)	44	924	1	5	1,181	19	11
	Westminster (Wesleyan)	139	2,260	13	4	3,368	5	7
		658						

(No. 4.)

SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1870.

DITURE UNDER THREE HEADS, AGGREGATE.			AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.									PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS.		
Permanent Establishment Charges, &c. III.	Total.		I.			II.			III.			Total.			I.	II.	III.
£ s. d.	£	s. d.	£	s. d.		£	s. d.		£	s. d.		£	s. d.				
173 9 2	1,614	0 8	16	11 2		19	9 1		4	6 9		40	7 0		41·04	48·21	10·75
1,131 1 1	5,017	0 8	19	9 9		30	6 8		14	10 0		64	6 5		30·3	47·16	22·54
975 11 3	4,398	5 4	12	8 3		22	10 3		9	19 1		44	17 7		27·66	50·16	22·18
215 4 3	1,523	16 5	20	6 11		28	2 5		7	19 5		56	8 9		36·05	49·83	14·12
237 6 8	1,538	9 7	23	0 7		25	3 3		8	15 9		56	19 7		40·42	44·16	15·42
915 13 7	4,749	13 3	18	1 7		25	9 10		10	8 1		53	19 6		33·52	47·22	19·26
611 12 4	3,644	9 5	21	19 5		27	15 0		10	0 6		59	14 11		36·77	46·45	16·78
100 11 9	1,000	3 8	30	6 2		22	12 2		5	18 5		58	16 9		51·51	38·43	10·06
827 9 7	3,357	4 7	16	15 0		22	3 5		12	14 7		51	13 0		32·43	42·93	24·64
467 12 4	2,181	12 3	25	0 7		28	10 8		14	12 3		68	3 6		36·71	41·85	21·44
358 3 0	1,910	2 2	17	13 10		30	16 2		11	3 10		59	13 10		29·64	51·61	18·75
612 11 4	2,857	9 2	14	1 4		28	5 9		11	11 2		53	18 3		26·07	52·5	21·43
475 2 9	2,568	16 5	16	9 6		32	4 4		11	1 0		59	14 10		27·53	53·98	18·49
739 13 11	4,326	1 10	16	7 10		24	7 3		8	8 1		49	3 2		33·37	49·54	17·09
191 15 2	1,618	17 8	15	11 0		30	9 8		6	3 9		52	4 5		29·79	58·43	11·78
294 1 7	2,125	2 6	21	2 3		32	14 10		8	13 0		62	10 1		33·76	52·4	13·84
	44,431	6 7							Average			54	11 8				
442 16 4	2,379	13 5	12	19 9		21	12 0		7	18 2		42	9 11		30·58	50·83	18·59
200 4 10	1,430	6 7	9	10 0		17	4 10		4	7 1		31	1 11		30·55	55·46	13·99
436 18 7	2,405	14 5	8	2 1		16	16 4		5	10 8		30	9 1		26·6	55·34	18·06
281 14 0	2,034	19 7	10	11 3		19	3 1		4	15 6		34	9 10		30·58	55·65	13·77
193 11 0	1,518	18 10	12	12 9		18	3 9		4	10 0		35	6 6		35·77	51·49	12·74
162 18 3	1,446	15 0	13	5 5		18	16 6		4	1 5		36	3 4		36·65	52·15	11·2
170 10 6	920	15 7	12	17 2		22	17 4		8	2 5		43	16 11		29·31	52·22	18·47
1,133 12 7	6,153	1 11	15	18 3		19	18 10		8	1 11		43	19 0		36·18	45·39	18·43
216 2 7	1,529	4 7	11	14 5		21	2 1		5	8 1		38	4 7		30·71	55·17	14·12
794 0 5	2,818	2 7	9	2 10		18	11 9		10	17 6		38	12 1		23·7	48·19	28·11
256 2 0	1,455	9 4	11	15 1		18	4 7		6	8 1		36	7 9		32·28	50·13	17·59
169 9 2	1,965	16 3	12	12 0		16	7 6		2	14 8		31	14 2		39·75	51·73	8·52
218 18 6	1,921	18 8	9	10 7		17	18 10		3	10 7		31	0 0		30·81	57·9	11·29
669 15 6	3,043	0 6	7	2 8		15	9 4		6	7 7		28	19 7		24·65	53·45	21·9
120 13 9	976	4 2	8	5 3		17	13 4		3	13 1		29	11 8		27·87	59·8	12·33
467 19 5	3,079	7 9	8	17 4		16	9 9		4	10 10		29	17 11		29·6	55·19	15·21
918 16 11	4,121	4 11	13	10 9		16	19 3		8	15 0		39	5 0		34·52	43·19	22·29
	39,200	14 1							Average			35	8 8				
561 17 11	4,635	5 7	13	9 10		21	12 6		4	16 10		39	19 2		33·79	54·19	12·02
203 3 11	4,651	14 11	12	9 1		19	11 0		1	9 3		33	9 4		37·22	58·44	4·34
189 19 0	4,151	19 10	14	2 10		21	11 1		1	14 2		37	8 1		37·83	57·62	4·55
185 12 8	4,194	6 3	15	19 6		20	16 1		1	14 0		38	9 7		41·55	54·03	4·42
637 1 4	2,743	2 8	21	0 1		26	17 3		14	9 7		62	6 11		33·68	43·07	23·25
1,784 12 7	7,413	11 6	16	5 3		24	4 8		12	16 9		53	6 8		30·46	45·45	24·09
	27,790	0 9							Average			42	4 8				

No. 5.—(A.)—Summary of Results of Examination of Students in Training Schools at Christmas 1870.

England and Wales.

Males.

Training School	Second Year.						First Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	12	2	3	4	2	1	28	4	14	9	—	1
Battersea	40	9	11	18	2	—	37	13	21	3	—	—
Borough Road	45	9	15	21	—	—	51	13	30	8	—	—
Carmarthen	8	—	1	5	2	—	16	2	5	7	—	2
Carnarvon	11	—	—	7	4	—	11	2	4	5	—	—
Chelsea	29	—	12	16	1	—	57	11	36	10	—	—
Cheltenham	19	2	5	11	1	—	40	9	19	12	—	—
Chester	—	—	—	—	—	—	16	—	7	7	2	—
Culham	13	—	4	9	—	—	43	7	18	18	—	—
Durham	6	—	1	4	1	—	23	1	6	16	—	—
Exeter	9	—	1	6	2	—	20	—	12	7	—	1
Hammersmith	16	—	4	10	1	1	34	2	10	21	1	—
Homerton	5	—	1	3	—	1	14	1	5	8	—	—
Peterborough	22	1	3	14	4	—	21	3	8	10	—	—
Saltley	42	1	11	23	7	—	46	6	19	19	1	1
Westminster	34	11	10	13	—	—	41	21	17	3	—	—
Winchester	17	2	3	11	1	—	14	2	5	7	—	—
York	12	—	2	5	4	1	21	3	9	9	—	—
Total	340	37	87	189	32	4	533	100	245	179	4	5

(A.)—Summary of Results of Examination of Students in Training Schools, at Christmas 1870—*continued.*

FEMALES.

TRAINING SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop Stortford	26	3	16	7	—	—	30	3	11	14	2	—
Brighton	19	1	10	7	1	—	27	1	6	19	1	—
Bristol	37	6	11	18	1	1	41	2	5	33	—	1
Cheltenham	27	3	17	7	—	—	32	1	11	20	—	—
Derby	22	2	17	3	—	—	21	1	3	17	—	—
Durham	15	—	8	7	—	—	25	7	12	6	—	—
Home and Colonial	69	12	41	16	—	—	70	17	41	12	—	—
Homerton	9	4	3	2	—	—	15	6	4	5	—	—
Lincoln	20	3	10	7	—	—	19	6	9	4	—	—
Liverpool	34	8	20	6	—	—	38	3	21	14	—	—
Norwich	19	1	4	14	—	—	21	0	9	11	1	—
Ripon	30	4	14	11	1	—	30	6	16	8	—	—
Salisbury	29	6	16	7	—	—	33	3	18	11	1	—
Stockwell	47	29	17	1	—	—	58	16	24	18	—	—
Truro	9	2	4	3	—	—	21	0	3	18	—	—
Warrington	51	5	24	21	1	—	51	4	19	27	1	—
Westminster	33	8	13	11	1	—	32	4	18	9	—	1
Whitelands	49	6	37	6	—	—	56	10	28	18	—	—
Total	545	103	282	154	5	1	620	90	258	264	6	2

SCOTLAND.

MALES.

TRAINING SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland) - -	26	4	10	12	—	—	34	7	16	10	—	1
Edinburgh (Free Church) - -	19	2	11	6	—	—	24	7	10	7	—	—
Glasgow (Church of Scotland) - -	22	6	8	8	—	—	34	5	26	3	—	—
Glasgow (Free Church) - -	10	2	2	5	1	—	34	4	15	15	—	—
Total - -	77	14	31	31	1	—	126	23	67	35	—	1

FEMALES.

TRAINING SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland) - -	24	13	11	—	—	—	30	14	12	4	—	—
Edinburgh (Episcopal Church) - -	9	5	4	—	—	—	12	5	4	3	—	—
Edinburgh (Free Church) - -	44	32	12	—	—	—	50	17	30	3	—	—
Glasgow (Church of Scotland) - -	26	16	10	—	—	—	28	12	12	4	—	—
Glasgow (Free Church) - -	31	6	17	8	—	—	32	1	14	16	1	—
Total - -	134	72	54	8	—	—	152	49	72	30	1	—

(B.)—Summary of Results of Examination of Candidates for Admission into Training Schools.

Christmas 1870.

Denomination.	Males.									Females.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England	345	120	465	141	279	420	9	36	45	550	124	674	174	380	554	78	42	120
Scottish Episcopal Church	6	—	6	1	4	5	1	—	1	16	1	17	10	6	16	1	—	1
British, Wesleyan, and Undenominational	145	56	201	79	102	181	3	17	20	137	50	187	71	74	145	20	22	42
Roman Catholic	32	11	43	8	34	42	—	1	1	57	5	62	16	27	43	15	4	19
Church of Scotland	64	15	79	28	48	76	—	3	3	80	17	97	51	37	88	5	4	9
Free Church (Scotland)	60	27	87	22	57	79	1	7	8	56	70	126	53	59	112	1	13	14
Total	652	229	881	279	524	803	14	64	78	896	267	1,163	375	583	958	120	85	205

(No. 6.)

Tabulated Results of Examination, Christmas 1870.

Per-centage of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the Second Year.

Training School.	No. presented for Examination.	Bible.	Catechism and Liturgy.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Spelling.	penmanship.	Euclid.	Economy.	Music.	Teaching.
Bangor	12	—	—	8·33	66·66	—	41·66	—	—	33·33	100·00	91·66	75·00	58·33	50·00	83·33	83·33
Battersea	37	94·59	70·27	29·73	78·38	10·81	70·27	43·24	70·27	100·00	91·89	97·29	48·65	37·83	91·89	62·16	89·19
Borough Road	45	—	—	13·33	71·11	2·22	53·33	4·44	53·33	75·55	100·00	93·33	75·55	26·66	57·77	55·55	84·44
Carmarthen	8	62·50	—	12·50	75·00	—	87·50	25·00	—	100·00	75·00	75·00	25·00	25·00	12·50	57·14	75·00
Carnarvon	11	81·81	27·27	—	36·36	—	45·45	—	—	27·27	100·00	81·81	27·27	—	45·45	72·72	90·90
Chelsea	29	86·21	51·72	6·90	86·21	3·45	89·65	6·90	34·48	96·55	100·00	93·10	31·03	13·79	75·86	72·41	79·31
Cheltenham	19	89·47	26·31	21·05	68·42	—	15·79	21·05	36·84	94·74	89·47	100·00	63·16	55·55	63·16	57·89	78·95
Chester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Culham	12	91·66	75·00	8·33	58·33	—	58·33	25·00	66·66	66·66	91·66	91·66	58·33	33·33	66·66	66·66	66·66
Durham	6	66·66	—	16·66	66·66	—	83·33	—	—	83·33	66·66	100·00	66·66	—	66·66	33·33	83·33
Edinburgh (Church of Scotland)	26	65·38	100·00	—	57·69	—	15·38	—	19·23	96·15	100·00	96·15	80·77	30·77	42·31	38·09	100·00
„ (Free Church)	19	78·95	100·00	5·26	89·47	10·53	—	—	78·95	100·00	100·00	89·47	78·95	26·31	42·10	18·75	100·00
Exeter	9	55·55	44·44	11·11	55·55	—	44·44	11·11	22·22	66·66	88·88	77·77	22·22	11·11	77·77	42·86	88·88
Glasgow (Church of Scotland)	22	59·09	100·00	—	86·36	4·54	18·18	4·54	36·36	95·45	100·00	100·00	81·81	40·90	54·55	22·73	100·00
„ (Free Church)	10	70·00	100·00	10·00	90·00	—	—	30·00	70·00	90·00	90·00	90·00	70·00	30·00	40·00	20·00	90·00
Hammersmith	15	—	—	—	93·33	—	66·00	—	20·00	100·00	80·00	100·00	73·33	20·00	80·00	35·72	93·33
Homerton	5	—	—	—	40·00	—	20·00	—	20·00	80·00	80·00	80·00	60·00	—	80·00	20·00	100·00
Peterborough	21	71·43	23·80	9·52	61·90	—	61·90	—	23·80	66·66	71·43	80·95	33·33	19·04	76·19	61·90	76·19
Saltley	41	65·85	19·51	14·63	53·66	2·44	48·78	12·19	26·83	73·17	85·36	90·24	24·39	39·02	63·41	43·90	92·68
Westminster	34	—	—	32·35	85·29	8·82	47·06	8·82	61·76	76·47	100·00	100·00	76·47	23·53	82·35	61·76	97·06
Winchester	17	82·34	76·46	29·41	58·82	—	35·29	5·88	35·29	76·46	94·11	94·11	35·29	29·41	58·82	58·82	94·11
York	12	16·66	16·66	8·33	33·33	—	66·66	—	25·00	66·66	41·66	66·66	50·00	8·33	66·66	83·33	66·66
Average per-centage	—	73·91	55·85	13·41	70·00	3·17	47·07	10·48	39·51	81·70	91·21	92·18	56·09	28·36	64·39	53·01	88·29

Tabulated Results of Examination, Christmas 1870—*continued.*

Male Students of the First Year.*

Training School.	No. presented for Examination.	Bible.	Catechism and Liturgy.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Spelling.	Penmanship.	Euclid.	Economy.	Music.
Bangor	28	—	—	7·14	100·00	3·57	57·14	53·57	64·29	39·28	89·28	92·85	89·28	92·85	—	42·85
Battersea	40	100·00	82·50	2·50	100·00	15·00	92·50	90·00	97·50	95·00	85·00	92·50	85·00	67·50	2·50	46·15
Borough Road	51	—	—	19·61	98·04	1·96	47·06	86·28	76·47	72·55	98·04	94·12	70·59	60·78	5·88	42·85
Carmarthen	16	87·50	37·50	6·25	100·00	6·25	81·25	37·50	31·25	62·50	68·75	93·75	62·50	56·25	12·50	42·85
Carnarvon	11	90·90	54·54	—	90·90	18·18	54·54	45·45	45·45	63·63	100·00	100·00	81·81	36·36	—	54·54
Chelsea	57	92·98	61·40	3·50	100·00	15·78	89·47	64·91	80·70	54·38	77·19	91·22	68·42	70·17	5·26	52·63
Cheltenham	40	85·00	60·00	10·00	97·50	2·50	45·00	52·50	77·50	62·50	87·50	87·50	50·00	85·00	12·50	47·50
Chester	16	87·50	56·25	—	100·00	—	56·25	18·75	62·50	50·00	87·50	93·75	68·75	56·25	—	25·00
Culham	44	100·00	63·63	4·54	100·00	4·54	70·45	61·36	68·18	72·72	68·18	68·18	77·27	52·27	11·37	38·64
Durham	23	73·92	39·13	4·35	100·00	—	56·52	47·83	69·57	47·83	73·92	82·61	47·83	69·57	—	21·74
Edinburgh (Church of Scotland)	34	44·11	94·11	5·88	94·11	—	41·18	41·18	67·65	94·11	97·06	88·23	73·53	41·18	5·88	34·37
„ (Free Church)	24	79·16	100·00	—	95·83	8·33	66·66	37·50	91·66	95·83	100·00	100·00	50·00	70·83	12·50	11·76
Exeter	20	95·00	60·00	5·00	100·00	—	45·00	65·00	45·00	85·00	90·00	80·00	35·00	65·00	10·00	27·77
Glasgow (Church of Scotland)	34	35·29	91·18	—	100·00	14·71	79·41	94·11	94·11	97·06	100·00	100·00	73·53	85·29	11·76	11·76
„ (Free Church)	34	35·29	88·88	2·94	97·06	6·96	39·39	70·59	91·18	97·06	94·11	84·84	69·69	64·70	6·06	30·77
Hammersmith	35	—	—	2·86	97·14	2·86	42·85	31·43	48·57	68·57	100·00	91·42	77·14	62·86	5·71	14·29
Homerton	14	—	—	—	100·00	—	64·28	28·57	78·56	21·43	85·71	85·71	71·42	42·85	—	8·33
Peterborough	22	90·90	50·00	4·54	95·45	4·54	77·27	81·81	77·27	86·36	90·90	95·45	45·45	45·45	18·18	50·00
Saltley	47	61·70	53·19	6·38	95·75	—	39·13	53·19	63·04	44·68	95·75	87·23	46·81	59·58	6·38	36·95
Westminster	41	—	—	7·32	100·00	4·88	46·34	75·60	82·92	85·36	100·00	97·56	78·05	76·73	9·76	24·39
Winchester	14	85·71	71·42	—	92·85	—	57·14	28·57	42·85	64·28	100·00	92·85	21·43	57·14	7·14	14·29
York	21	85·71	42·86	—	100·00	9·52	60·00	61·90	61·90	76·19	80·95	76·19	47·61	71·43	4·76	47·61
Average per-centage	—	76·86	66·93	5·25	98·19	5·71	59·59	60·51	72·63	71·32	89·48	89·47	65·41	64·84	7·07	35·05

* Including those students of the second year who were examined on the papers of the first year.

Tabulated Results of Examination, Christmas 1870—*continued.*

Female Students of the Second Year.

Training School.	No. presented for Examination.	Bible.	Catechism and Liturgy.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Spelling.	Penmanship.	Needlework.	Domestic Economy.	Music.	Teaching.
Bishop Stortford	26	100·00	88·46	46·15	100·00	80·77	88·46	86·77	73·07	80·77	92·30	73·07	73·07	84·61	100·00	—	92·30
Brighton	18	77·77	55·55	22·22	100·00	83·33	100·00	44·44	44·44	77·77	66·66	72·22	61·11	100·00	100·00	—	100·00
Bristol	36	38·88	66·66	25·00	100·00	69·44	97·22	52·77	30·55	66·66	75·00	38·88	80·55	97·22	100·00	3·45	91·66
Cheltenham	27	40·74	62·96	55·55	100·00	81·48	92·59	85·19	59·26	88·88	88·88	66·66	88·88	92·59	100·00	7·69	70·37
Derby	22	81·81	81·81	13·63	100·00	86·36	100·00	68·18	45·45	90·90	95·45	77·27	90·90	95·45	100·00	4·54	86·36
Durham	15	53·33	60·00	6·66	100·00	66·66	86·66	53·33	40·00	80·00	66·66	66·66	53·33	100·00	93·33	—	80·00
Edinburgh (Church of Scotland)	24	100·00	87·50	12·50	100·00	79·16	87·50	75·00	37·50	91·66	100·00	79·16	87·50	100·00	95·83	—	100·00
„ (Episcopal Church)	9	88·88	100·00	33·33	100·00	100·00	100·00	66·66	77·77	100·00	100·00	88·88	55·55	100·00	100·00	11·11	100·00
„ (Free Church)	44	100·00	100·00	11·37	100·00	70·45	88·63	52·27	65·90	90·90	100·00	88·63	34·09	97·73	100·00	—	100·00
Glasgow (Church of Scotland)	26	100·00	88·46	38·46	100·00	61·53	84·61	42·31	23·07	65·38	100·00	65·38	61·53	100·00	100·00	—	100·00
„ (Free Church)	31	100·00	90·00	9·68	100·00	48·38	80·64	61·29	35·48	64·52	100·00	67·74	32·26	93·54	100·00	—	100·00
Home and Colonial	63	84·12	80·95	33·33	98·41	46·03	98·41	66·66	36·50	98·41	87·30	84·12	66·66	92·06	100·00	4·76	88·88
Homerton	9	—	—	11·11	100·00	77·77	100·00	11·11	44·44	100·00	100·00	55·55	100·00	100·00	100·00	—	88·88
Lincoln	20	65·00	65·00	15·00	100·00	65·00	85·00	65·00	60·00	75·00	85·00	65·00	90·00	100·00	100·00	5·00	70·00
Liverpool	34	—	—	26·47	100·00	94·11	97·06	79·41	64·70	70·59	100·00	41·18	67·65	100·00	100·00	—	100·00
Norwich	16	50·00	31·25	18·75	100·00	50·00	75·00	50·00	12·50	87·50	81·25	37·50	68·75	93·75	100·00	—	87·50
Ripon	29	82·75	62·06	24·14	100·00	41·38	75·86	51·72	68·97	86·21	75·86	75·86	72·41	86·21	100·00	—	72·41
Salisbury	29	48·28	72·41	27·59	100·00	68·97	86·21	75·86	55·17	93·10	93·10	86·21	93·10	100·00	100·00	3·57	93·10
Stockwell	47	—	—	15·22	100·00	95·75	95·75	70·21	70·21	97·87	100·00	63·83	91·49	97·87	100·00	2·13	93·62
Truro	9	77·77	55·55	22·22	100·00	55·55	100·00	88·88	55·55	100·00	66·66	77·77	100·00	100·00	100·00	—	77·77
Warrington	49	81·63	79·59	10·42	100·00	71·43	91·83	50·00	59·18	77·55	91·83	62·50	79·17	100·00	97·92	6·82	93·87
Westminster	33	—	—	12·12	100·00	84·84	93·93	57·57	36·36	100·00	84·84	72·72	75·75	93·93	93·93	—	81·81
Whitelands	49	81·63	83·67	34·69	100·00	75·51	91·83	73·46	71·43	81·63	93·87	87·75	53·06	97·96	100·00	—	87·75
Average per-centage	—	78·04	77·26	23·37	99·84	71·12	91·27	63·10	51·87	84·96	90·37	70·32	70·78	96·23	99·24	2·21	90·22

Tabulated Results of Examination, Christmas 1870—*continued.*

Female Students of the First Year.*

Training School.	No. presented for Examination.	Bible.	Catechism and Liturgy.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Spelling.	Penmanship.	Needlework.	Domestic Economy.	Music.
Bishop Stortford	30	86·66	43·33	26·66	100·00	43·33	70·00	6·66	30·00	86·66	76·66	76·66	76·66	100·00	73·33	10·00
Brighton	28	53·57	60·71	3·57	92·85	39·28	85·71	17·85	25·00	71·43	71·43	78·57	57·14	100·00	46·43	—
Bristol	42	59·52	59·52	4·76	97·61	38·09	83·33	4·76	11·91	90·47	69·05	59·52	26·19	90·47	80·95	6·90
Cheltenham	32	100·00	71·87	40·62	96·88	21·88	87·50	9·37	3·12	93·75	62·50	78·13	37·50	96·88	78·13	9·37
Derby	21	85·71	66·66	4·76	95·24	9·52	57·14	4·76	—	90·47	85·71	85·71	19·04	100·00	90·47	4·76
Durham	25	100·00	92·00	4·00	100·00	32·00	96·00	32·00	40·00	100·00	76·00	84·00	32·00	100·00	96·00	—
Edinburgh (Church of Scotland)	30	100·00	79·31	16·66	96·66	56·66	90·00	60·00	6·66	100·00	100·00	93·33	70·00	100·00	86·66	6·90
„ (Episcopal Church)	12	100·00	50·00	8·33	100·00	66·66	91·66	16·66	8·33	91·66	100·00	100·00	66·66	83·33	100·00	8·33
„ (Free Church)	50	100·00	96·00	16·00	98·00	34·00	84·00	62·00	20·00	100·00	100·00	98·00	34·00	88·00	96·00	6·38
Glasgow (Church of Scotland)	28	100·00	96·43	25·00	100·00	67·85	89·28	53·57	—	100·00	100·00	96·43	39·28	96·43	64·28	3·57
„ (Free Church)	32	96·77	54·84	3·23	83·87	68·75	53·12	38·71	—	96·88	96·88	83·87	32·26	93·54	62·50	—
Home and Colonial	76	97·36	80·26	19·73	100·00	40·78	98·68	30·26	1·31	98·68	80·26	72·36	93·42	100·00	96·05	5·33
Homerton	15	—	—	20·00	80·00	80·00	86·66	13·33	46·66	100·00	100·00	80·00	73·33	80·00	100·00	—
Lincoln	19	100·00	68·42	26·31	100·00	63·16	100·00	42·10	10·53	100·00	63·16	89·47	26·31	100·00	68·42	—
Liverpool	38	—	—	10·52	89·47	100·00	78·95	65·78	21·05	89·47	100·00	76·30	57·89	100·00	94·73	—
Norwich	24	91·66	66·66	8·33	95·83	29·16	70·83	12·50	—	95·83	54·16	70·83	62·50	100·00	91·66	—
Ripon	31	96·77	83·87	29·03	93·54	32·26	83·87	22·58	45·16	93·54	80·64	77·42	32·26	100·00	90·32	—
Salisbury	33	87·87	75·75	15·15	100·00	36·36	72·72	21·21	9·09	100·00	75·75	72·72	36·36	100·00	100·00	6·25
Stockwell	58	—	—	6·89	94·82	96·55	84·48	32·75	8·62	100·00	98·27	81·03	75·86	58·62	100·00	8·77
Truro	21	76·19	76·19	—	90·47	14·28	85·71	23·80	—	100·00	76·19	85·71	19·04	61·90	85·71	—
Warrington	53	96·23	60·38	3·77	98·12	88·68	79·25	30·19	9·43	86·79	81·13	73·59	43·40	86·79	83·02	1·89
Westminster	32	—	—	15·62	100·00	71·87	87·50	28·13	3·12	100·00	93·75	71·87	56·25	100·00	96·88	—
Whitelands	56	100·00	69·64	19·64	98·21	57·14	91·07	42·85	21·42	96·42	78·57	96·42	35·71	100·00	94·64	3·57
Average per-centage	—	91·58	72·38	14·39	96·30	53·81	83·71	31·46	13·10	95·03	83·84	80·89	50·44	92·61	87·15	4·00

* Including those students of the second year who were examined on the papers of the first year.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, the Rev. B. MORGAN COWIE, B.D., late Fellow of St. John's College, Cambridge, *on the* CHURCH OF ENGLAND TRAINING SCHOOLS *for* SCHOOLMASTERS.

MY LORDS,

THE inspection of the Church of England Training Schools for Masters commenced on the 17th of June 1870, and was concluded on the 9th of December. It occupied 68 working days.

These colleges are 13 in number, and they contained 635 students; 376 in their first year of residence, and 223 in their second year, and 36 preparatory students. They are instructed and superintended by 50 resident officers wholly engaged, and 33 teachers whose time is partly engaged in the work of instruction.

Inspection and examination of a training school.

In almost all cases one of my colleagues assisted me in the inspection of the colleges and in the examination of the students. Our work generally embraces the following particulars:—

All the students of the second year and those who are designated to take the first year's course a second time teach a class in our presence. The student prepares three lessons, of which we select one, and during 20 minutes we watch the teacher, notice the method of his lesson, his skill in keeping his class attentive, his readiness, tact, manner, power of illustration, and language; and from our observations we award him a mark as a teacher and manager of a class of children, which mark is added to the marks gained by him in the written examination by papers at Christmas. The students, both of first and second year, are all examined in reading prose and poetry, marks being awarded as in the former case, which influence the position of the student in his final examination for certificate. Each student also has to prepare for repetition 300 lines of poetry or 200 lines of prose, and they repeat part of this before us. This is not only judged as an exercise in memory, but in elocution; it is specially valuable to the student as a means of enlarging his vocabulary, improving his taste, and storing his mind with the choicest and best specimens of English. The skill of the student in rendering a fine passage with true emphasis and expression, with clear articulation and intelligence, as well as his accuracy of repetition, are all influential in determining the mark for reading and repetition, which is a part of the test of his fitness for the office of a certificated teacher in a public elementary school.

We then attend lectures given by all the officers of the institution, that we may judge of the efficiency of the teaching staff. We go over the model and practising schools, inquire into the method pursued by the normal master or master of method for instructing the students in the art of teaching, and showing them how to put his precepts into practice. We examine the record of each student's performance when in charge of classes in the practising school, and endeavour to arrive at a correct judgment on the suitableness of the practising schools for the purposes of the training school. My colleague has generally inspected these schools and examined the children in them, and so can confidently form an opinion on the capabilities of the teachers and assistant teachers in the schools; of their attention to their work and their skilful management—all of which are very important matters in the eye of the training school inspector, for the time spent by the students in training in the practising schools is merely wasted unless the master of the practising school is up to his work as a teacher of method and organisation. The qualifications of the head teacher in a practising school are various and not to be met with very frequently, and the

selection of this officer of the training school is one which shows more than any other whether the authorities are aware of the importance of the duties they have undertaken. We have to examine carefully all the domestic arrangements of the college—the sleeping accommodation, the ventilation of class-rooms and dormitories, the suitableness of all the out-offices, the amount of recreation, the distribution of the working hours, the apportionment of the working hours to the different subjects of instruction, the employment of the students in industrial work or in manual labour, and the opportunities afforded them for manly exercise. If they are drilled we generally have them paraded and put through exercises by their drill serjeant, or if, as is the case in several colleges, they are in some Volunteer company, we have a review of them in uniform, and they are put through their manœuvres by their commanding officer.

We then examine the buildings, boundaries, and all the fences, inquire into the drainage and water supply, examine the state of the roofs and windows, and see that the whole establishment is in sound and healthy condition.

The health of the inmates is a matter of special inquiry if there be any need for it. I am happy to say that there has been hardly any case of serious illness since my inspection of the training colleges, with the single exception of the year at Carnarvon, when that town was so severely visited by cholera and typhus fever.

If any necessity calls for it, we confer with the medical officer, and ascertain from him what changes may be beneficially made. The dietary, too, is a subject of our consideration, in order to assure ourselves that the food supply is abundant, wholesome, and suitable.

Having made notes of all these points, and specially inquired into any cases of discipline which may have occurred within the year, we meet the committee or council of local managers, and confer with them on the state of the college and its prospects. We tell them of the opinion we have formed of all their officers and of the arrangements of the college; we explain to them the reasons of our conclusions, as to any reforms that are needed in the arrangements of the college—in the buildings, in the staff, or in the discipline or the domestic arrangements—and finally discuss with them the points in the management of training schools, and the welfare of the work, which they may wish to bring before us.

By this means, as we find the greatest readiness on the part of managers to remedy any defect or carry out any beneficial change, the relations between the training colleges and the Education Department run very smoothly, and we generally are enabled to report that any changes required have been cheerfully agreed to by the committee, and will be effected before the next inspection of the college.

The schedules of marks which record the results of the examination of the students, and a report on the college which embodies all the points I have mentioned, and the result of our interview with the managers, is then sent in to the office.

Changes.

I have thought it not inopportune to give this account of the method of inspection of training schools at a time when some change will take place in the distribution of the work. Inquiry into instruction on religious knowledge and examination therein will not any longer form part of the business of Her Majesty's Inspectors of training schools. It was foreseen that this change was looming in the distance, and for the last few years the form of inquiry contained a clause indicating that this subject was specially the duty of the managers, and merely directed the Inspector to inquire if the arrangements made by them for religious

instruction were satisfactory, and whether they were satisfied with the officers to whom they entrusted the duty, and took any measures to ascertain the efficiency of the instruction given.

I have always interpreted to the committees these instructions as meant to lead them to the time when they would be solely responsible for proper and suitable religious instruction, and when they would have to ascertain the progress of the students in religious knowledge by examinations independent of the Government examinations.

A general scheme under the sanction of the Archbishops of Canterbury and York has been settled for securing this desirable end.

Present condition of colleges.

The number of candidates for admission to the Church training schools at Christmas 1870 was 465; the vacancies were 470; the number of candidates who were approved and entered the training schools was 406; the Church of England training schools are therefore very nearly filled.

It was chiefly in the Church of England training schools for masters that the number of inmates fell short of the number that could be received. They have, however, gradually been filling up.

It is injurious to the system to have more room than candidates, for the qualifications of the students admitted (now again to be called Queen's scholars) are lower when there is no competition on entrance.

This shows itself in the results of the yearly examination. Throughout the colleges there is a falling off in the attainments of those who finally pass as compared with previous years.

Prospects of training colleges.

A healthy stimulus to exertion may be given by the expectations which the new Act has created. Board schools will probably be maintained with liberality, as the expense will not rest upon the treasurer or the parochial clergyman as heretofore. The teachers may fairly expect that in such schools the salaries will be liberal, and such as to tempt into them the best and most experienced of their profession. This will be a good thing for the training schools. Men will have a prospect of quick return for the labour spent on acquiring a good place in the class lists. At present there is no such encouragement, for the supply of certificated teachers is less than the demand, so that any unenergetic person who can manage to pass is sure to be able to find a school. This seems to me to tell on the examinations, because the results are very far below what they ought to be, and do not do justice to the pains and care which are taken in many colleges to prepare the students.

Proficiency of students.

In certain cases where complaints have reached me from particular colleges, I have read over the papers of some of the students, and have found that the standard of examination is fairly uniform, and my judgment has coincided with that which the examiner has passed. The disappointment felt by the college authorities at the places assigned to their students is in my opinion to be attributed to the fact that the men do not exert themselvesi n the final examination to show the best results, but content themselves with what they consider a fair amount of work.

Hopes of improvement.

If the managers of the new board schools make it known that they will only employ superior men as teachers, we should soon see an improvement in this respect. Large schools well filled with children will be of little use unless there are teachers of large views, practical skill, and competent to direct every branch of elementary instruction. The quality of the education given in the elementary schools, when we have covered the country with suitable buildings, will be keenly scrutinised, and the results of inquiry and criticism will be eagerly watched. I do not see how we are to expect first rate schools unless we place in them first rate teachers. Such a teacher would be the soul and the life of his school; no "methods," no "organisation," no cut and dried regu-

lations will secure the required end. The loving intelligent watchful superintendence of a teacher who knows every part of his work, and who is in earnest, will be absolutely necessary; even under circumstances which are depressing and with imperfect means, such a teacher will produce good results; and it is to be hoped that in their zeal to elaborate perfect systems of education, our educational reformers will not forget the all-important point of securing a thorough teacher. When they have secured such a person it will be wise not to hamper him too much with suggestions and rules, but leave him to work out the best system by himself. We have learned in other things that minute regulations invented by persons of no practical experience generally are disastrous,—we reduce the amount of harness for our carriage horses to a minimum. Free action, when there is vigour and a good head, will generally produce the best result.

Prospects of teachers.

The introduction of special subjects into the New Code suggests that such subjects should form part of the course of instruction given to Queen's scholars in training. I think, too, the men who show most ability, and whom the managers of training schools are willing to train for a third year, should be allowed to take this additional time, and as now 50*l.* is allowed to the credit of the college for each student who gets a certificate after *one* year's training, so 150*l.* might be allowed for all who remain for three years, having been in the first class at the end of their second year.

Future syllabus.

If the colleges would select specialties, one taking physical science, another literature, another mathematics, and so on, I think a plan might be devised by which they should have their students examined in these special subjects, and credit given them for proficiency; or some scheme of bifurcation of study might be adopted in the second year, so that some men should take language, and others science, and know what they profess more accurately than they do now. The Christmas examination might be easily adapted to such a plan.

Extension of training.

I have to report on the whole that I found the colleges I visited in good working order, and I think the committee of managers in every case will be most anxious to co-operate with your Lordships in any improvements in the system which the recent changes may render necessary.

I have the honour to be, &c.

B. M. Cowie.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

BATTERSEA.

This college was inspected and examined by me and Rev. T. W. Sharpe in July and November 1870. It is capable of holding 80 students, there were in residence 77; 37 were in their second year of residence. It was founded in 1840, but the registers of students do not go back further than April 1844; since the latter date to the present time 1,293 students have been received into training here.

The education of the students now in residence is entrusted to the following officers:—

Rev. Evan Daniel, B.A., Trin. Coll., Dublin, Principal. He lectures 10½ hours weekly on Holy Scripture, English language (second year), and Latin. He has the general superintendence of the College, and conducts the correspondence.

Rev. J. P. Fawnthorpe, M.A., University of London, Vice-Principal. He lectures 14½ hours per week on Holy Scripture, algebra, Euclid, political and social economy, and instructs in reading aloud.

Rev. Henry Lewis, B.A., University of London, Secretary and Tutor. Lectures 17¾ hours weekly in grammar (first year), composition and parsing (second year), Liturgy, arithmetic, reading, and history (second year). Mr. Lewis is responsible for the College accounts, and the correspondence relating thereto, the register of students, the returns, the industrial work, and the discipline.

Mr. Edwin Hammonds, certificated master, who was trained at Battersea in 1865 and 1866, and appointed to succeed Mr. Geo. Roberts in June 1870. He lectures 16½ hours weekly on geography, history (first year), arithmetic (first year), and also assists in hearing the students read and repeat.

John Hullah, Esq., music master. Lectures two hours weekly.

E. C. May, Esq., music master. Lectures two hours weekly.

W. Denby, Esq., drawing master. Lectures four hours per week.

Mr. James Ewing, assistant master; was appointed Jan. 1867. He is certificated. He lectures 2½ hours weekly on arithmetic and sanitary science. He is also second master in the training school, and assists in examining written exercises of the students.

Mr. John Nickal, Normal master, certificated; appointed in Jan. 1869. He lectures four hours weekly on method. Assists in hearing the reading. He is assistant master in the model school. Mr. Nickal was about to leave, and he was to be succeeded by Mr. Ewing as Normal master, and Mr. Ewing's place will be filled by W. T. Piper, who completes his second year of training at Christmas 1870.

Mr. Edward Mills, certificated; appointed Jan. 1869, is organist and assistant master in the model school. He has three weekly practices in singing, and teaches the students instrumental music.

All the lectures are one hour long except drawing, which is two hours, map drawing (40 minutes), reading (40 minutes), parsing (45 minutes), and one arithmetic lecture (45 minutes).

During the greater part of the year model lessons are given by the students in the large lecture room of the college on Tuesday and Friday afternoons (2.30 to 4), when all the students and resident masters are present and criticise; on these occasions the Normal master often gives a specimen lesson to a class of children from the practising school before the students.

An hour on Saturday evening is generally given to reading and repetition, the students and resident masters being all present. Every Saturday morning there is a written examination of all the students, occupying one hour, in the subjects taken in order prescribed for the Christmas examination for certificates; the results are registered, and prizes are awarded at the end of each year to those students who have shown the greatest proficiency.

The physical education of the students includes garden work and drill; one hour every day (12 to 1), except on holidays, is given to it. The garden work is under Mr. Lewis' direction. The students are formed into a rifle corps; in the early part of the year there are drills twice a week, during the summer months only once every week. It is optional with the students whether to join the corps or not. It is in the South Middlesex regiment; all the officers, with the exception of the captain, belong to the college. The corps is considered by the commanding officer to be efficient and a credit to the regiment.

The vacations during the year have included 97 days, viz., 10 days at Easter, 42 days in July and August, and 46 days at Christmas.

We attended at the instruction given by all the officers of the college who lecture orally, and we were well satisfied with the efficiency and vigour of the lecturers, their

power of adapting their teaching to the class, and their familiarity with the subjects they taught.

The difficulties connected with the Practising Department of this College have been dwelt upon in previous reports. It is an endowed school under trustees with a master, who seems at present to have a life tenure; the control over the school by the trustees being thus limited, it is not possible to adapt the school to the purpose of the college in a thoroughly satisfactory manner. The master of the lower school is now Normal master, which is the best arrangement under the circumstances.

The following is the report of the Normal master on the methods employed by him in preparing the students for their professional career:—

"The system of training hitherto followed in this college, and which with some alterations is still pursued, follows very closely the syllabus for examination, method being made the chief point in the first year, whilst in the second, though class teaching in its higher aspects is still carried on, instruction in organisation, registration, and discipline is superadded.

"During his two years' course of training, the student visits the school five times, at each visit staying a fortnight. Beginning with the lower classes of the school, he is moved upwards as regularly as circumstances admit, having experience not only of routine class-work but of draft and section teaching. To secure a *regular* advancement and harmony of instruction, a matter of difficulty with such frequent recurrence of change in the teaching staff, the student is required to follow out a plan drawn up by the Normal master representing the amount and description of the work which he is expected to perform in the fortnight, an examination of his class being held at the end of that period. The estimate of his success as shown by the results of this examination is put on record."

Lectures in method are given weekly to the junior students, and applied in three ways:—

1. Examinations are held at stated periods.
2. Model lessons are given by the Normal master, embodying and exemplifying his method—
   (*a.*) At school for the benefit of individuals; and
   (*b.*) Publicly before the whole body of students to a class brought to the college for the purpose.

   Of these lessons, notes and analyses are expected to be made.
3. Practice lessons on set subjects, for which carefully prepared notes are drawn up and suitable illustrations collected, are given by the students.
   (*a.*) At the school, in the presence and subject to the criticisms of the Normal master only and also
   (*b.*) (By students of the second year only) in the presence of the whole college, subject to the criticisms of the students and masters. Notes of the criticisms made on these occasions, together with analyses of the subject matter, and notices of the illustrations, are taken away by the students for future use.

Registration (to which the student is introduced in his first year), organisation and school discipline, form the subjects of lectures given to the senior students, and are illustrated so far as circumstances admit in the actual arrangements and working of the school. It is also endeavoured to give a practical acquaintance with the best furniture, apparatus, and material suitable for school purposes.

Classes are formed for the subjects in which examinations are held by the Science and Art Department, viz., physical geography, stages 1 and 2; elementary mathematics, stages 1 and 2; and animal physiology, stage 2. The students consult their own inclinations as to attendance at these courses, and offering themselves at the annual examination.

The oral examination of the students at the annual inspection is confined to class teaching and watching the power of the student in giving a lesson. I find the following memorandum of my impression after hearing all the exercises, and it applies generally, not to Battersea in particular:—

No lessons appear to be adapted to the junior classes; there would be a much better opportunity for a student to convince me that he is a good teacher if he could take a younger class.

All the schemes of reading lessons are one invariable form. They are all for mechanical reading, none for intelligence of what is read, no "exposition" lessons. In general there is a hardness and stiffness about the lessons; very few show any freshness or vigour of teaching, although the mechanical adjuncts are carefully prepared and made use of.

The school rooms of the practising school are dirty and ill-ventilated. The school apparatus is shabby, there is an entire absence of smartness. The boys were always out in the playground at my arrival soon after 10, and they seemed to remain there all the morning.

On Monday, December 5, we met the Council. It consists of the Bishop of Winchester, Bishop Sumner, the Earl of Harrowby, Archdeacon Sinclair, Archdeacon Robinson, Rev. W. H. Bowyer, Rev. R. Burgess, Rev. C. B. Dalton, Rev. Canon Gregory, Rev. J. H. Hamilton, Rev. J. S. Jenkinson, Rev. J. R. Nicholl, Sir James P. Kay Shuttleworth, P. Cazenove, Esq., William Evill, jun., Esq., H. Sykes Thornton, Esq., E. C. Tufnell, Esq., Rev. A. Wilson, Secretary.

There were present H. S. Thornton, Esq., P. Cazenove, Esq., Rev. J. H. Hamilton, Rev. J. R. Nicholl, Rev. J. S. Jenkinson, and Rev. A. Wilson.

At the Christmas examination, 1870, the students of the first year fell below a fair standard of proficiency in mental arithmetic, English grammar, and economy. They did very well in Holy Scripture and Liturgy, arithmetic, English composition, geography, history, school management, and reading.

The students of the second year fell below a fair standard of proficiency in grammar and mental arithmetic. They did very well in Holy Scripture, arithmetic, school management, and political economy.

CARMARTHEN, OR SOUTH WALES TRAINING COLLEGE.

This college was visited and inspected by me and Rev. S. Pryce in September 1870. The building has 60 furnished dormitories. We found 28 students in residence; 16 of whom were in their first year, 8 in second year, and 4 were preparing for admission examination. Since 1848, 430 men have been received into training.

The students are instructed by the following officers:—

Rev. Rupert Hugh Morris, M.A., Jesus College, Oxford, Principal. He gives 13 lectures of one hour each weekly, in religious knowledge, grammar, Latin, and English composition.

Mr. George Atkins, appointed August 10, 1870, a certificated master and an undergraduate of London University. He was trained at St. Mark's College, Chelsea. He is Vice-Principal, and gives 17 lectures weekly of one hour each, on arithmetic, Euclid, history, political economy, religious knowledge (first year), and English composition (first year).

Mr. Loftus T. Munro, appointed January 30, 1869, formerly a student in this college, certificated master, is tutor. He gives 20 lectures weekly of one hour each, in geography, Euclid, economy, history, drawing and music, and mental arithmetic.

Mr. Wearn J. Rickard, Normal master, occasionally employed at the college, as he is also master of the practising school. He has been in office here since 24 June 1856. He gives three lectures weekly of one hour each in school management.

The times of lecture are from 7.20 to 8.20 every day, and from 9 to 12 except on Saturday, when there is a weekly examination from 10.30 to 12; from 12 to 1 the students are occupied in manual labour or drill. On Mondays, Tuesdays, and Fridays the hours of study and lecture are from 3 to 6.30; on Thursday from 3.30 to 6.30; on Saturday from 5.30 to 6.30. Every evening the students are assembled for private study from 7.15 to 9.15.

The times of vacation are returned as 14 holidays (including Easter), and 48 days at Midsummer, altogether 62 days. This does not include the Christmas vacation.

The preparatory students are admitted for three or six months at their own cost (the more deserving being assisted by small exhibitions offered by the Local Council), and they are instructed apparently according to the time table, with the less advanced of the first year students. The special instruction for such students is very necessary, chiefly on account of their imperfect knowledge in speaking and writing English.

We heard all the officers give instruction to the students, and were satisfied that it was suitable and sound.

The practising school maintains its high character under Mr. Rickards, and seemed to be doing good work.

The following account is given by the Normal master of the way in which he manages the professional instruction of the students:—

The children of the practising school are divided into three divisions, and each division into two classes.

The average attendance for the past year is 128. There are two pupil-teachers, one in his fifth and one in his fourth year of apprenticeship. There are also three candidates who have passed the admission examination, but who have not yet been apprenticed.

Two students attend every fortnight to teach a class, or, assisted by a pupil-teacher or a candidate, to take charge of a division, according to their capacity as teachers. Oral lessons are sometimes given by a student to one of the lower divisions of the school. The exact time spent by each student in the practising school has been returned in another place.

The students engaged in the practising school have to prepare the lessons for their classes or divisions; and written notes of at least one of these lessons are required from each student every day. The notes are revised by me and are returned to them with such comments as are necessary. The practice of each student is watched and directed by me, and the results are entered in a register for the purpose. Extracts from this register are contained in previous reports.

The following is a copy of the College Time Table for Wednesday afternoon, in so far as it relates to the Normal work.

—	P.M. 3½–4½.	5½.	5½.	6½.
1st Year.	Copying notes on school management.	Exercise on school management.	Leisure.	Normal lecture.
2nd Year.	Criticism or model lesson at the practising school.	Normal lecture.	Return to college from practising school.	Exercise on school management, or copying notes.

Text books on school management are used during private study. In conducting the criticism lesson all the students present take notes of the lesson, and on its conclusion are called on to criticise it. In criticising they are not permitted to reiterate criticisms just pronounced, but have to add to what has previously been said. The lesson and, when necessary, the remarks made by the students are then criticised by me.

The existing plan differs slightly from that of previous years, but the same time is spent on the Normal work.

The principal alterations are,—

1. Each student spends a fortnight instead of a week at a time in the practising school.
2. Except their practice in teaching the first year's students do their Normal work at the training college instead of in the class room attached to the practising school as heretofore; and
3. They take no part in the weekly criticism lesson. Their attendance at the practising school for a fortnight at a time affords increased facilities for this part of their work.

The changes being recent we have been unable to test their results by practice. I believe they are changes for the better.

We found the buildings in good condition, the grounds well kept and neat, and the health of the students quite satisfactory. The manual labour as at present managed is not felt to be irksome. The men are drilled twice a week.

The Vice-Principal, Mr. Marshall, who was in office at our last visit, left on account of ill-health, and was succeeded by Mr. Atkins, who entered on his duties after the Midsummer vacation.

We met the Local Council on the 16th September at the Town Hall, and discussed with them the various points which required notice, and the prospects of the college.

There were present: The Bishop of St. David's, Archdeacon Williams, Archdeacon Clark, Rev. Latimer Jones, Rev. J. Harrison, Rev. W. E. James, Rev. Dr. Griffiths, and R. Goring Thomas, Esq.

At this college no entrance fee is required from students who pass the admission examination. If they get into the first class they are allowed 6*l.* per annum for travelling expenses, and 4*l.* if they are placed in the second class. A reward of 1*l.* is given to every student who, after one year's residence, is placed in the first class of his year at the Christmas examination, and 2*l.* if he is so placed at the end of a second year of residence.

At the Christmas examination, 1870, the first year students passed a satisfactory examination in Holy Scripture, arithmetic, English composition, and they fell below a fair standard of proficiency in mental arithmetic, English grammar, and economy.

The students of the second year passed with credit in English composition and school management; they fell below a fair standard in Liturgy, mental arithmetic, English grammar, geography, history, political economy, and Euclid. Their penmanship was also very inferior to what is needed to qualify a good teacher.

CARNARVON OR NORTH WALES TRAINING COLLEGE.

I visited this college in company with my colleague, Rev. E. T. Watts, in October 1870. It has furnished dormitories for 43 students; we found 26 in residence, 11 in second year, and 11 in first year, four in the preparatory class. No account was rendered of the number of students who have been received into training since the establishment of the college.

The instruction is carried on by the following officers:—

Rev. J. S. Boucher, M.A., Cambridge, Principal. No account appears to have been given of the subjects of instruction, or of the time devoted to lecturing.

Rev. J. M. Danson, St. Mark's College, Chelsea - -	Vice-Principal.
Mr. R. Roberts, Carnarvon, certificated master - -	Music.
Mr. T. Newton - - - - - -	Master of Method.
Mr. J. C. Rowlands - - - - -	Drawing.

The number of vacation days is returned for the year as 95 without details; according to the time table the hours of study are thus distributed:—

Monday 7 to 7.45; 9.15 to 12; 1 to 3.45; 6.30 to 7.50; and 8.30 to 9.45. The same on Tuesday, Wednesday, and Friday.

On Thursday there is no study from 1 to 3.45, the rest of the day being divided as before.

On Saturday, there is examination in the morning and a half holiday.

We heard the officers teach classes, and were satisfied of their ability and skill. They have, of course, in the case of Welsh students difficulty in respect to the language in securing good results in some subjects, which should always be remembered in criticising those results.

We found the building in good condition; a new wall had been built round the small yard between the college and the English Church.

A new master has been appointed to the practising schools, who has raised the numbers, and he appeared to be zealous and active.

He gives the following report of the arrangements adopted at the practising schools for the instruction of the students in school work:—

I. THEORY.—The Normal master gives a lecture one hour every week on school management to the second year's students, and another to the first year's students for the same length of time. The students are all exercised in the reproduction of these by a series of questions; various exercises are given in the shape of notes of lessons and observations on method. Notes are taken down by the students during each lecture.

II. PRACTICE.—Each student attends one month per year the practising schools in order to observe and practise the best methods of teaching. Each student spends one week out of the four in preparing notes of lessons and in copying notes prepared by the head master.

The head master makes entries in a book prepared for that purpose concerning each student's conduct, attendance, teaching, and governing power. Specimen lessons are given by the head master from time to time. The second year's students are required to superintend and manage the school occasionally.

III. CRITICISM LESSONS.—On Tuesday afternoons, each second year's student alternately gives a lesson, the merits and demerits of which are pointed out by the master and students.

We met the Council on 27th October. The committee of management is composed as follows:—

FOR ST. ASAPH.

1. Townshend Mainwaring, Esq.
2. Major Jocelyn Ffoulkes.
3. Sir Stephen R. Glynne, Bart.
4. P. H. Chambers, Esq.
5. Sir Watkin W. Wynne, Bart., M.P.
6. H. R. Sandbach, Esq.

1. The Rev. Canon Glynne.
2. Rev. Robt. Jones Roberts.
3. Very Rev. the Dean of S. Asaph.
4. Ven. Archdeacon Ffoulkes.
5. Rev. John Davies.
6. Rev. David Lewis.

FOR BANGOR.

1. Henry Platt, Esq.
2. Hugh I. Ellis Nanney, Esq.
3. W. Bulkeley Hughes, Esq., M.P.
4. Chas. Wynne Finch, Esq.
5. Major Vincent Williams.
6. Richard Luck.

1. Very Rev. the Dean of Bangor.
2. Ven. Archdeacon Wynne Jones.
3. Rev. Ph. C. Ellis.
4. Rev. E. Osborne Williams.
5. Rev. Dr. Owen.
6. Rev. Evan Lewis.

There were present at the meeting—

The Rev. P. Constable Ellis, Rev. E. O. Williams, Major Williams, R. Luck, Esq., and W. Bulkeley Hughes, Esq., M.P.

Though neither of the bishops was present, I am glad to be able to report that the difficulty which they had felt in acting on the committee has been removed, and they are now cordially supporting the college. Their absence was caused by having to attend an important meeting at Llanidloes.

At the Christmas examination, 1870, the students of the first year passed with credit in Holy Scripture and in arithmetic. They failed to show a fair proficiency in mental arithmetic, English grammar, and economy.

The students of the second year passed with credit in Holy Scripture and teaching classes. They did not pass creditably in Liturgy, mental arithmetic, English grammar, geography, history, or school management.

CHELSEA, ST. MARK'S COLLEGE.

This college was visited for inspection and examination in June, November, and December by Canon Tinling and me. The number of furnished dormitories is 105. We found 88 students in residence, of whom 57 were in the first year, 30 in the second year, and one other student. At the examination at Christmas, 29 were examined in second year subjects, and 57 in first year subjects.

The list of officers engaged in instruction is returned thus: —

The Rev. J. G. Cromwell, M.A., Oxford	Principal.
Mr. Owen Breden, certificated master	Vice-Principal.
Mr. W. Lawson, certificated master	Secretary and Lecturer.
Rev. J. H. Smith, B.A., London	Mathematical Tutor.
Rev. C. S. Dawe, B.A., London	Normal Master.
Rev. T. Helmore, M.A., Oxon	Precentor.
John Hullah, Esq.	Music Master.
Mr. T. J. Rawlins	Drawing Master.

The Principal gives three lectures a week of an hour each on religious subjects.

Mr. Breden 10 lectures of one hour each on Latin, history, grammar, and composition, and Holy Scripture, besides two hours per week on the reading of the students and two hours on music.

Mr. Lawson has six lectures of an hour each on grammar, geography, and English composition, and two hours a week is given to the reading and repetition of the students.

Mr. Smith lectures 12 hours in each week, one hour being given to Latin, the rest to the mathematical subjects.

Mr. Dawe gives lectures twice a week on Holy Scripture, and for five hours on normal work and criticism lessons.

Mr. Helmore has three hours a week assigned to him for musical instruction, and Mr. Hullah, and his assistant Mr. May, five hours a week; three hours a week are assigned to the drawing master. There is a half holiday on Wednesday, and one hour on Saturday is given to examination. The students have 30 hours a week devoted to instruction in classes in the various subjects, six hours are given to industrial work, two to drill, one hour to examination, and 23 hours to private study. The practising schools are large and flourishing; they are under the superintendence of the Normal master Mr. Dawe. He has a staff of six certificated masters, who have to teach the children, and superintend the students when engaged in the schools in practising the art of teaching.

Mr. Dawe's report on the method adopted in the practising schools is as follows:—

The general method of training our students in their professional duties sketched out in previous reports has not been modified, except in one particular, during the current year.

We believe the usefulness of students as teachers in our practising schools, and the profit they derive from teaching in them, to be mutually dependent. We have accordingly taken pains to make them acquainted with the work to be done, and the way of doing it, before sending them into our schools to act as teachers. A sketch of the lessons to be given—with those specially marked for which notes must be written—is made out for each student before taking charge of his class. This is not written on a separate piece of paper and destroyed as soon as the teacher has finished with it, but it is entered in a note-book, one of which is provided for each teacher, who is required to write his notes of lessons therein. Thus it is easy at any time for the Normal master to compare the student's notes with the master's directions, and to form a correct estimate of the care and skill bestowed upon the preparation of the lessons given. Such a plan also tends to preserve the continuity of work, which is so liable to suffer from a frequent change of teachers.

I trust it is unnecessary for me to recapitulate the plans adopted for giving the students an insight into the work of the school before requiring them to take an actual share in it.

The number of days vacation during the year ending 31st December 1869 is returned as 53.

The boundaries of the college on the north and south sides have been rectified in the last few years; a piece of ground which was held on lease, on the east side of the property, had been surrendered previously, and a good oak partition fence has been built.

In 1869 a small portion of land was given up to public use, on the south side, in order to make a good footpath to the bridge and railway station. In return for the surrender the entrance was rebuilt in more convenient position, and a new wall from the gate up to the bridge over the railway. On the north side a small slip was given up to the Road Commissioners for making a good footpath on the south side of the Fulham Road. The Road Commissioners rebuilt the wall, setting it back at an average depth of four feet; and they built about 150 feet of new wall in lieu of a wooden fence, carrying it up completely to the western boundary of the property. A convenient lodge also has been built close to the principal gate in the Fulham Road, by which means there is now complete control over the precincts. Some old unsightly buildings have been cleared away on this side, and there is a decided improvement in the appearance of the playgrounds and surrounding structures. On the west side of the chapel a wall has been built to shut it off from the playground of the National school, and the flight of steps which led down into that playground has been moved to the south side, making a flight and approach from the college. A new path leads from it to the northern entrance of the college buildings.

A large additional room was added last year to the practising schools. A similar addition to the National schools is under consideration. These schools will now hold about 750 children, and they are doing a very good and prosperous work.

On the north side of the playground a building has been fitted up as a swimming bath, 32 feet long by 12 feet wide, at an expense of 105*l*. To this some of the boys from the practising schools, as well as the students, have access under proper regulations, and learn to swim.

The dormitories of the college are in good condition, the roof sound everywhere, and precautions are taken against the dangers from frost to the water pipes, which so often cause expense and damage. The buildings being very large and scattered a good plan is here adopted for executing repairs; instead of letting them run on till they require large outlay, a man is kept on the premises, who applies remedies to all the ordinary casualties; and, being a skilled workman, he can do much which, if done from without, would cause considerable expense. The repairs done in 1869 seem to have been considerable, and yet the cost of executing them was not very great.

The originally defective construction of the sleeping rooms in the old building, the windows being close down to the floor and very small, and the upper ledge below the middle of the wall, precludes any possibility of making them cheerful; but ventilation

has been attended to, and they seemed fairly comfortable. In the later additions to the building they are cheerful and comfortable, and quite satisfactory.

The laboratory has been repaired and brought into use again, and the students can here have lectures and prepare by lecture and experiment for examination in science classes.

Much has been done to the interior of the chapel. The water apparatus and gas piping have been improved, and the walls have been coloured very cheerfully. The chancel was completed last year by a committee formed by a small body of students, who raised among those who have been trained in the college about 60*l.*, by means of which the walls and roof were neatly decorated in distemper.

I was present at the instruction given by all the lecturers, and my conclusion was that there is now a very efficient staff of teachers in the college. Mr. Eastburn, Fellow of St. John's College, Cambridge, has retired, having accepted a living from his college. The election of Mr. Breden to fill his place, and the appointment of Mr. J. Smith to be mathematical teacher, will, I trust, be successful changes. Mr. Eastburn's high academical position of course gave him considerable authority. Mr. Breden and Mr. Smith have both been educated in this college, under Mr. Coleridge as Principal, Mr. Williams as Vice-Principal, and Mr. Eastburn as Mathematical Lecturer. They both distinguished themselves by diligence and superior attainments.

I met the managers on the 9th December; there were present Dr. Francis Hessey and Rev. T. Du Boulay.

I have before mentioned that the students in this college are a company in the South Middlesex Volunteers. They are drilled four times a week in summer, twice a week in winter, and they have received commendation for their marching and rifle practice.

At the Christmas examination of 1870 the students of the first year did themselves credit in Holy Scripture, arithmetic, English composition, and history. They did not show a fair standard of proficiency in mental arithmetic, English grammar, or economy.

The students of the second year passed with credit in Holy Scripture, arithmetic, English composition, and school management. They did not reach a fair standard in mental arithmetic, English grammar, geography, and Euclid. Their penmanship also, judged by the "copy setting," was of very low quality.

CHELTENHAM TRAINING COLLEGE FOR MASTERS.

I visited this college with my colleague, Rev. J. R. Byrne, in September 1870. It has furnished dormitories for 98 students. We found in it 61. 19 were following the second-year course, and 42 the course of the first year of residence.

Since its foundation, in 1847, this college has admitted 1,014 students into training. Of these 606, or thereabout, were known to be acting as teachers of elementary schools in Great Britain.

The staff of officers engaged in the instruction of these students is as follows:—

The Rev. R. M. Chamney, Cambridge, Principal, lectures six hours per week on Holy Scripture and one hour on Liturgy. The lectures are continued for 50 minutes.

H. A. James, Esq., B.A., Trin. Coll., Cambridge, Vice-Principal, lectures on English grammar eight times per week, composition two hours, economy two hours, Liturgy one hour, Latin one hour (40 minutes). The other lectures are 50 minutes' length.

Mr. W. Bromilow, certificated teacher, Cheltenham Training College, is Tutor and Superintendent. He lectures 14 times a week, for 50 minutes each lecture; five lectures on reading and recitation, four hours on English history, and five hours on geography.

Mr. E. W. Brereton, certificated teacher, Cheltenham Training College, is Tutor, and lectures 15 times a week; three of the lectures are on music, the rest on mathematical subjects.

Mr. J. Gill, certificated teacher, Glasgow, is Master of Method. He is occupied eight times a week in lectures of 50 minutes each, on method, school management, teaching, and criticism; and one hour per week he gives to penmanship.

Mr. Ensor is Master of practising school and Assistant Master of Method. To this latter work he gives two hours a week.

Mr. J. P. Knight teaches drawing four times a week.

The amount of vacation is returned as 88 days in the year.

We attended the instruction given by these officers, and we thought it sound and efficient.

The practising school seemed to be all that we want. It was large, full, conducted with spirit, and under excellent discipline.

Mr. Ensor reports as follows on the plan pursued for making the schools useful as practising schools :—

Each student works in the school for about three weeks in the year. There are always five students down at a time, viz., two of the "second year" and three of the "first year."

They are employed in all parts of the school, and it is so contrived that each student works half of his time with the upper, and the other half with the lower classes. One student of the "second year" has charge of the upper division, with two students of the "first year" under him; and the other, in another room, is responsible for the lower division, with one student and three pupil-teachers to assist him. They are thus provided with practice in "school-keeping" as well as in "class-teaching." As an exercise they have occasionally to prepare a time-table and work their division according to it.

In addition to teaching their ordinary school subjects they have to give at least one oral lesson per day, which has to be prepared at college in the evening. Carefully drawn up notes are required for each of these lessons.

At the end of their term of school work a report of each student is prepared and sent in to the Rev. the Principal. This report gives an account of each oral lesson given, specially noting the character of the notes, the manner of the teacher, the suitability of the matter selected, the method of the lesson, and the way in which discipline was maintained during its progress. The nature of the student's general work, and his abilities as a disciplinarian, are also recorded.

Besides the above, six criticism lessons are given every week in presence of the "Master of Method" and the students. The Rev. the Principal also attends those given by the students of the "second year."

The buildings were in good order. The choral society gave an evening concert, which I attended, and with which I was much pleased.

The committee of management consists of :—

Rev. Dr. Walker, Chairman.

Rev. R. E. Blackwell.	F. Hort, Esq.
W. C. Bernard, Esq.	General Kennedy.
Rev. G. W. Chamberlain.	R. S. Lingwood, Esq.
Baron de Ferrières.	General McCausland, C.B.
Rev. J. Emeris.	E. L. Newman, Esq.
Rev. J. F. Fenn.	Matthew Pearce, Esq.
Rev. T. V. French.	Henry Roper, Esq.
W. Gardner, Esq.	R. R. Whitehead, Esq.
Rev. G. P. Griffiths.	

Honorary Secretary, Rev. G. P. Griffiths.

We met the committee on the 22nd September; there were present Dr. Walker, Rev. G. P. Griffiths, and General Kennedy.

At the examination at Christmas 1870 the students of the first year passed with credit in Holy Scripture, arithmetic, and Euclid. They fell below a fair standard of proficiency in mental arithmetic, English grammar, and economy.

The students of the second year passed with credit in Holy Scripture and school management. They did not acquit themselves creditably in English grammar, Liturgy, mental arithmetic, English composition, and geography.

CHESTER DIOCESAN TRAINING SCHOOL FOR THE DIOCESES OF CHESTER AND MANCHESTER.

I visited this college in October 1870 with the Rev. H. Smith, the inspector of the district.

We found 20 students in residence, 16 of the first year, the other 4 in a preparatory class. The building is capable of accommodating 70 students. It is now being revived, the committee having determined to keep it open, and this was the first year of the revival. There are no records left of the work of the college in past years, all the documents and registers having been removed by the late Principal, Rev. A. Rigg.

The students are taught by the following officers, who also instruct the boys in the science school :—

Rev. J. M. Chritchley, M.A., Dublin, Principal.
D. Watson, Esq., Doctor of Science, London University, Science Teacher.
J. E. Hardy, certificated master, Chester, Normal Master.
J. H. Eaves, certificated master, Battersea, English Master.
M. Forbach, Esq., University of Paris, Foreign Master.
E. B. Simms, Esq., Music.
W. Craister, certificated master, Art Department, Drawing.

The Principal lectures 7 hours a week on Holy Scripture and mathematics.
Dr. Watson lectures 4 hours on chemistry, Euclid, and economy.
Mr. Hardy 6 hours on music and school management.
Mr. Eaves 10 hours a week on mental arithmetic, English history, geography, English composition, Liturgy.

Mr. Forbach 2 hours a week, French lesson.

The number of days' vacation in the year is returned as 91.

The Normal master reports as follows :—

During the past year the organisation of the practising department has been modified.

Advantage was taken of the occasion of the assistant master's resignation to replace him by two pupil-teachers. These are the first that have been apprenticed in the school for more than 20 years. Their appointment will tend materially to assimilate its character and working to the ordinary type of a good elementary school.

The boys are grouped in four classes. The upper and lower classes are respectively taught, each division, by a student, assisted by a pupil-teacher. Under the exceptional circumstances of the year, all the students being *juniors*, they only attend in couples for a single week at a time in rotation. Next year they will attend for a fortnight continuously, and be allowed some degree of supervision over the entire school.

More attention than heretofore has been given to church music. Eighteen boys, volunteers from the school, now sustain the treble part in the chapel services on Sundays. Gregorian music has been made to alternate with Anglican, and a weekly practice of men and boys together will, it is hoped, afford the students a sort of standard at which to aim in the training and management of a choir.

As this was the beginning of a new state of things in the college, I wait to see whether the arrangements will stand before discussing them with the committee of management, with whom indeed we could not meet through a misunderstanding about the day of our visit to Chester.

The examination at Christmas shows that the students passed creditably in Holy Scripture and arithmetic, and that they fell below a creditable standard of proficiency in mental arithmetic, English grammar, geography, and economy.

CULHAM TRAINING SCHOOL FOR MASTERS, FOR THE DIOCESES OF OXFORD AND GLOUCESTER AND BRISTOL.

Her Majesty's Inspector the Rev. H. W. Bellairs and I inspected this training school in November 1870. There are 100 dormitories, 93 of which are furnished. We found 70 students in residence; there were 43 in first year, 14 in second year, and 13 preparatory students.

Since its establishment in 1853, this college has received into training 408 students, 352 of whom are known to be now following the vocation of teacher in elementary schools in Great Britain.

The staff of officers is thus returned :—

The Rev. James Ridgway, M.A., Oxon., Principal, lectures 12 hours weekly, on religious subjects (8 hours), on sanitary science (2 hours), reading and composition (2 hours).

The Rev. Timothy Johnson, B.A., Cambridge, Vice-Principal, lectures 23 hours per week, 18 hours on mathematical subjects, 2 hours on Shakespeare, English language, 2 hours on economy, 1 hour on Latin.

Mr. Thomas Eley, certificated master, appointed January 1866, is normal and music master; lectures 6 hours a week on subjects connected with normal work, and 3 hours a week on music.

Mr. Joseph House, tutor, certificated master (January 1866), lectures 19 hours per week, 7 hours on geography, 4 on English history, 4 on English grammar, 4 on reading and English composition.

Mr. Alloway is drawing master and organist; gives 9 hours a week instruction in drawing, and teaches instrumental music 11 hours a week.

Mr. George Corfield, certificated master, March 1870, gives 2 hours a week to recitation, 4 to arithmetic, 2 to sanitary science, 2 to grammar.

Mr. Maunders, occasionally employed, gives 8 hours a week to instruction in playing the organ.

The time given to drawing and instrumental music seems somewhat out of proportion to the time assigned to other subjects.

The vacation time of the year is returned as 88½ days.

The hours of study are 6 to 7; from 8¾ to 10¾, and from 11 to 1, daily: on Mondays, Tuesdays, Thursdays, and Fridays, from 2 to 4: on Wednesdays and Saturdays this time is given to recreation; from 5 to 7 daily the time is spent in private study, lectures or examination; and from 7¾ to 8¾ the time is devoted to private study.

The practising school is much improved from what it was in former years.

We met the committee on the 4th November; there were present, Archdeacon Pott, the Rev. G. Macfarlane, Rev. J. C. Clutterbuck, R. J. L. Gibbs, Esq., Rev. J. H. Gillam, and the Rev. J. Slatter.

With respect to the examination of the students in teaching classes I did not feel satisfied with the selection of subjects, and I also objected to the repetition of lessons which have been given before and criticised by the masters and students. They

ought to be fresh and constructed by the student who is to teach. Scripture subjects should be altogether omitted from this exercise. The subjects should be exclusively secular, and three such subjects should be prepared. They should be of the ordinary school type. Dictation lessons are of little use in this examination of men as to their class-teaching power. The same remark applies to music and drawing. No estimate can be formed of a man's general efficiency as a schoolmaster from such lessons. I found that the handwriting of the men was not very good from the pieces of poetry they had copied out which they were to recite before us.

The students of the first year at the Christmas examination in 1870 acquitted themselves with much credit in Holy Scripture and arithmetic. They fell below a fair standard of proficiency in mental arithmetic, English grammar, and economy.

The students of the second year passed with credit in Holy Scripture. They were below a fair standard in mental arithmetic and English grammar.

DURHAM TRAINING COLLEGE FOR MASTERS.

I inspected this college with my colleague, the Rev. C. W. King, in October 1870. We found in residence 33 students,—6 in the second year, and 25 in the first year, with 2 preparatory students. The college can hold 45 men. Since 1841 there have been admitted into training 452 students, 362 of whom were known to be engaged in teaching in elementary schools in Great Britain.

The staff of officers engaged in instruction was at that time,—

Rev. A. R. Ashwell, M.A., Cambridge, Principal. Lectures seven times a week, four hours to seniors and three to juniors. The subjects being religious instruction to both years, English literature to second year, and economy to both years.

W. Powley, Esq., B.A., Cambridge, Vice-principal. Lectures 11 hours weekly to both years in Euclid, algebra, and arithmetic.

Mr. C. C. Howard, certificated master, trained at Battersea, appointed January 1866, is tutor. Lectures both years in history, geography, and grammar for two hours to each year in each subject, and gives a lecture of one hour to each year in school management; altogether 14 lectures per week.

Mr. B. Karn, Durham Training College, is master of the model school, and gives three hours per week to instructing the students of the college in drawing.

Mr. O. Stimpson gives music lessons for four hours a week.

From half-past 6 to half-past 7 there is an hour's study every morning, except on Wednesday and Friday, when this time is given to drill; from 9.30 to 12.30 every day except Saturday is given to lectures; on Saturday there is an examination; Wednesday and Saturday afternoons are half-holidays; on other days there is instruction in drawing or music; and from 7 to 9.30 is a time of private study.

The vacation is returned as 81 days.

The method on which the men have been instructed in school management is thus described by Mr. Howard:—

The Normal instruction continues to be given by the English master. The model school and the Blue Coat school being used as practising schools; the former being conducted by Mr. Karn, trained in 1868. The students have now the advantage of seeing the principles of school management, inculcated in the class-room, carried thoroughly into practice in the school, a most desirable thing, which has been only partially attainable hitherto.

The amount of instruction in school management, though occupying only the same time as heretofore, has been considerably in excess of that of previous years, owing to a change in the style of lecturing. The students now always take rough notes of the lecture as it progresses and reproduce it afterwards, which plan has the further advantage of practising them in composition. Their note-books are periodically examined, and mistakes of whatever kind are pointed out to the students individually and privately.

The course of instruction in each year has been the same as heretofore, regulated by the syllabus of the Committee of Council, and limited to *class* management in the first year, and extended to the wider field of *school* management in the second year.

A great number of specimen notes of lessons have from time to time been given to the students, and drawn up with them in the lecture room, and from these notes the lesson has sometimes been given to them as to a class of children, and the plan has seemed to work extremely well, markedly benefiting the students as well as interesting them.

Criticism lessons have been given by the students from time to time, and written detailed criticisms are then sent in by each of the other students, and most carefully examined by the Normal master.

The students have been watched with unusual care and conscientiousness in the model school, and one or more lessons given by them during their stay have been minutely criticised by the master of the school.

For certain times during the week the school has been left in charge of the senior student, who has thus been exercised in the detail of handling a school.

The students have at certain times been withdrawn, and the school worked strictly in accordance with the Government regulations so that it might really be a "model" school, which the students might be able to imitate hereafter.

In this respect a very great stride has been made during the year.

There are no other changes to report.

We met the committee on October 20. There were present: Archdeacon Bland, Canon Ede, Rev. C. Whitley, Rev. G. Cundill, A Boyd, Esq.

At the Christmas examination 1870 the students of the first year passed a very creditable examination in arithmetic, but they fell below a fair standard of proficiency in mental arithmetic, English grammar, economy, and music. The men of this year were also marked very low in penmanship.

The students of the second year passed a creditable examination in English composition and school management, but did badly in catechism and Liturgy, mental arithmetic, grammar, geography, history, and Euclid.

EXETER TRAINING COLLEGE FOR MASTERS.

I visited this college in company with my colleague, Rev. W. W. Howard, in August 1870.

We found 34 residents in the college,—20 students of the first year, 9 of the second year, and 5 preparatory students.

The college can receive 48 students. Since 1840 there have been received in training 445 students, but the Principal was unable to make a return as to the number now known to be acting as teachers in elementary schools.

The instruction is given by the following officers:—

Rev. Jas. Geo. Dangar, B.A., St. John's College, Oxford, Principal; lectures 26 times a week for 20½ hours, on religious subjects, arithmetic, economy, geometry, and mental arithmetic.

Mr. Wm. Quance, Vice-Principal; gives 17 lectures occupying 18¾ hours, and 4 hours is given to oversight of industrial work. His subjects are English grammar, geography, and history.

The Rev. W. David, endowed divinity lecturer; gives 6 lectures per week occupying 5 hours on the Liturgy.

Mr. John Booth, third master and music master; is occupied weekly 14 hours in giving 16 lectures, 4 hours are given to music, 2½ hours to history, 3 hours to geography and maps, 2¾ hours to geometry, the rest to reading, repetition, and music practice.

Mr. James Phillips, master of the practising school and Normal master; gives 4 lectures per week of an hour each on school management.

Mr. Birkmeyer, the drawing master, attends 3 hours a week; and,

Mr. Hayward, the drill instructor, for ¾ of an hour once a week.

The time-table of the daily work shows that the students are under instruction every day in the week from 7.15 to 8.15 and from 9.30 to 10.15; on every day but Saturday from 10.15 to 11.45, and then an hour is given to industrial work. On Saturday there is recreation, 10.15 to 10.30, and examination from 10.30 to 12.30. After dinner, at 1 o'clock, they are engaged on Monday, Tuesday, Wednesday, Thursday, and Friday from 2 to 3, and on Tuesday, Wednesday, and Friday from 3 to half-past 4, but on Monday and Thursday they take recreation from 3 to 5, and then have an hour and a half drawing lesson. On Saturday afternoon there is a half-holiday, and every evening from 7 to 9 is given to private study, music, or lectures on school management.

The time of vacation is returned as 98 days.

Mr. Phillips, who was appointed at Christmas 1869, made the following report on the work done at the practising school:—

> The students have attended the practising school in the present year from January 31st. Their attention to duties has been satisfactory, and the real interest shown in the work very considerable. They have been invited to observe not only the methods of conducting the various lessons, but also to note the quality and arrangement of the school apparatus, and the motives which should guide them in its selection. Reading books, writing books, maps, &c. have received a fair share of attention. To familiarise the students with the various grades in a school a change of class has taken place as often as it was deemed desirable, and their work made as general as possible. The amount of oral teaching expected from the first year students has been increased, the proportion of non-pupil teachers rendering it necessary. The students of the second year have habitually given lessons at the training college in the presence of the masters once every three weeks, and though no one has exhibited an usual teaching power, their present efforts as compared with their attempts in the early part of the year show a very decided improvement. The students of both years are as a whole deficient in tact, and the maintenance of good order in their classes is often beyond their power. The number of marked disciplinarians is extremely limited. The students who have not been pupil-teachers have ever evinced a strong desire to learn all they can about school-keeping, and their diligence and good temper and most careful aid are very encouraging.

We went over the buildings, which seemed everywhere in good order, clean, and well attended to. The large garden ground was fairly cultivated. The plots formerly under the cultivation of individual students had been ploughed up, but it was intended to restore the land to its former use under a somewhat different arrangement.

We met the Board of Managers on the 25th August. There were present: A. H. A. Hamilton, Esq. in the Chair, Archdeacon Woollcombe, Archdeacon Freeman, Rev. Canon Lee, Rev. H. Bramley, Rev. R. H. Fortescue, Rev. J. M. Hawker, S. T. Kekewich, Esq., Rev. D. Nantes, Ch. Tucker, Esq., Rev. J. F. Turner, Joseph Were, Esq., John Woodman, Esq., and Edw. Force, Esq.

At the Christmas examination 1870, the students of the first year passed with credit in Holy Scripture, arithmetic, and school management. They fell below a fair standard of proficiency in mental arithmetic, English grammar, economy, and music.

The students of the second year did not reach a fair standard in these subjects: mental arithmetic, English grammar, geography, history, Euclid.

The copy setting (penmanship) of both years was very poor, the second year men being worse than the men in their first year.

PETERBOROUGH TRAINING COLLEGE FOR MASTERS FOR THE DIOCESES OF PETERBOROUGH, LINCOLN, AND ELY.

I inspected this college with my colleague, Rev. C. Sewell, in November 1870. We found it quite full, having 43 students, which is the full number for which it has furnished dormitories. There were 21 in the first year, 22 in the second year of residence. Since its establishment in 1859 it has received into training 200 students, of whom 172 are said to be now engaged in teaching in elementary schools.

The teaching staff:—

Rev. C. Daymond, M.A., Lambeth, Principal, lectures on subjects of religious instruction nine hours per week, on school-work six hours, and on music two hours weekly.

Rev. John Dart, B.A., Oxon, Vice-Principal, gives two lectures on the Prayer Book, six on economy, four on grammar, two on history, four on Euclid, and gives two hours weekly to the reading of the students; in all, 20 lectures.

Mr. Tomlinson, certificated master, Battersea, tutor, gives 17 lectures per week; two on history, six on geography, two on algebra, five on arithmetic, and two on music; 17 lectures weekly.

Mr. Girling, certificated master, Battersea, master of the practising school, teaches drawing five hours each week.

The students, according to the time table in use at our visit of inspection, are occupied in lecture from 7 to 8, and from 8.45 to 9.45; from 9.45 to 11 they are at cathedral service four days, and at drill two days per week. From 11 to 1 they are in lecture. In the afternoons Wednesday is a half-holiday, and on Saturday from 2.30 to 5 they are at garden work and at the cathedral service; on the other days they get two hours work between 2 and 6. In the evening, from 6.45 to 9.30, lectures or private study.

The number of days' vacation is returned as 95.

The students are all with one exception in the local rifle corps, which is "in a high state of efficiency, and numbers 140 members." Two of the masters of the college are officers. The drill does them good, and has not been the cause of any difficulty.

The committee met on the 25th November. There were present the Dean of Peterborough, Lord Alwyne Compton, Hon. C. W. Fitzwilliam, M.P., Canon Pratt, Rev. A. F. Stopford, H. P. Gates, Esq.

At the Christmas examination 1870 the students of the first year acquitted themselves creditably in Holy Scripture, arithmetic, geography, and school management. They fell below a fair standard of proficiency in mental arithmetic, English grammar, and economy.

The students of the second year did not reach a fair proficiency in mental arithmetic, English grammar, geography, history, or Euclid.

In penmanship neither years did as well as they ought to do, for schoolmasters; the second year was in this respect inferior to the first.

SALTLEY TRAINING COLLEGE FOR SCHOOLMASTERS FOR THE DIOCESES OF WORCESTER, LICHFIELD, AND HEREFORD.

This college was inspected in October 1870 by me and Her Majesty's Inspector, Rev. H. M. Capel. It was originally capable of receiving 114 students. It has now furnished dormitories for 107. We found 88 students in residence; 47 in first year, 41 in second year course of instruction. Since its establishment in 1852 there have been received into training here 496 students, of whom 372 are known to be acting as teachers in elementary schools in Great Britain.

The staff of teachers :—

Rev. Canon Gover, M.A., Cambridge, Principal. Mr. Gover has, I am very sorry to say, been very unwell all the year, and the Rev. F. B. Smith, formerly in the college as a lecturer, has done part of his work, viz., lectures on Holy Scripture five hours per week. The assistant lecturer, Mr. Daphne, takes the other part of his teaching. The correspondence and general management having devolved on

Rev. T. J. Haworth, Vice-Principal, B.A., Cambridge. Lectures weekly 18 hours; five hours on Liturgy, six on Euclid, two on algebra, one arithmetic, four history.

Mr. John Long, senior lecturer, certificated master, Saltley. Lectures 19 hours per week; 13 on grammar and composition, 3 on Scripture history, 3 on geography.

Mr. Felix Bassett, junior lecturer, certificated master, Saltley. Lectures 13 hours a week; 4 on arithmetic, 4 on mental arithmetic, 2 on practical geometry, 2 on perspective, 1 hour writing.

Mr. Joseph Laudon, certificated master, Saltley, master of method. Lectures on school management six hours a week.

Mr. Daphne, assistant lecturer, certificated master, Saltley. Gives eight hours a week to the reading and recitation of the students, and four hours to teaching geography to the first year men.

Mr. Simeon Locker, teacher of music. Gives five hours a week to that subject.

Mr. C. J. Hemming, teacher of drawing. Attends four hours weekly.

The hours of lecture and study are from 6.30 to 7.30 daily. From 8.45 to 11.45 every day but Saturday, on which day there is an examination from 9.30 to 11.45. From 12 to 1, music on Monday, and on the other days (excluding Saturday, when there is no work after 12) some of the students are at industrial work, the others at lecture or in study.

From 1 to 1.45 on Monday and Friday, drill. On the other days some students are at lecture or private study, others at industrial work.

From 3.15 to 5.15 lectures on school management or drawing or music, private study, or other lectures; from 7 to 9 private study.

The amount of vacation is returned as 92 days.

New practising schools have been erected on the college grounds. There will eventually be three schools, but now there is only one, the practising school, in operation. It seems to be well suited for the purpose, and is very conveniently situated. Mr. Capel examined the boys in April 1870 in the old school, and he reports as follows :—

The *theory* of teaching and school management is provided for as follows:—

(1.) *Lectures.*—Two hours' lectures per week are given by the master of method; one hour to the second year and one hour to the first. With the first year the theory of oral teaching generally and the methods of teaching special subjects are gone into; and an attempt is made to provide for some of the difficulties in carrying out these methods under exceptional circumstances, *e.g.*, lack of teaching power, apparatus, &c. In cases where the best method cannot be carried out the best method *practicable* is considered. In the second year, the various branches of organisation, discipline, &c. receive attention, and an attempt, similar to that in the first year, is made to provide for some special cases, where there are serious difficulties in carrying out the best general method into practice.

(2.) *Model Lessons.*—Periodical lessons, generally about a month apart, are given by the master of method before each year; and after the lesson an account of the method, &c. is written out by the students before whom the lesson is given.

Occasionally more than one lesson is given at a time, and as far as possible the lessons are made to illustrate the lectures being taken at the time.

The *practice* of teaching and school management is provided for as follows:—

(1.) *Work of the Students in the Practising School.*—A varying number of students of both years, according to the number in residence, go into the school *every week* and stay a *fortnight* at a time. The number at present is 5 per week, so that in the school there are regularly 10 teachers; 5 first year students, and 5 second year. It is so arranged that each student gets a week at *each* class, or sometimes section of that class; and thus he teaches at *every* class throughout the school during his two years. Also, during the second year, each student in turn superintends the working of the whole school, in the majority of cases for a week. He is responsible to the master of method for change of classes, discipline, registers, assembly, dismissal, &c.; but is not allowed to use corporal punishment. The master of method regulates the whole of the school working; makes notes of each teacher's work; occasionally criticises deficiencies or shows how a lesson should be taught; and conducts examinations in which he is assisted by one or more students, in order to familiarise them with the work. All cases of insubordination are at once reported to him.

(2.) *Criticism Lessons.*—These occupy four hours per week, two hours to each year. Criticism lessons are given before the master of method; three lessons of 20 minutes each being generally taken, with the criticisms upon them, in two hours. After the boys are dismissed the lessons of the three teachers are criticised, first by students chosen by the master of method and afterwards by himself.

We heard all the lecturers teach, and thought the work was being carried on with vigour and regularity, notwithstanding Mr. Gover's absence.

The buildings were in excellent order, and the men in good health, and their manly carriage is much promoted by the drill.

We met the committee on October 6.

There were present: Lord Lyttelton, Archdeacon Hone, Rev. W. W. Douglas, Rev. G. D. Boyle, Rev. J. R. Young, Rev. Canon Melville, Hon. and Rev. H. C. Bagot, and Colonel Ratcliff.

At the examination at Christmas 1870 the students of the first year passed with credit in arithmetic. They fell below a fair standard of proficiency in mental arithmetic, English grammar, and economy.

The students of the second year fell below a fair standard in Liturgy, mental arithmetic, English grammar, geography, history. In penmanship they got a very low mark.

WINCHESTER TRAINING COLLEGE FOR SCHOOLMASTERS FOR THE DIOCESES OF WINCHESTER AND SALISBURY.

The college was inspected by Her Majesty's Inspector, Rev. W. Warburton, and me in November 1870. The college is capable of holding 56 students; it has furnished dormitories for 33, and we found 32 in residence, 17 in second year, 14 in first year, and one preparatory student. Since 1840, 400 young men have been received into training, all of whom, "with few exceptions," are said to be now engaged in teaching in elementary schools in Great Britain.

The staff of teachers:—

The Rev. Ch. Collier, M.A., Dublin, Principal. Fourteen lectures one hour in length are given by him during the week: six on religious subjects, four on English grammar, one on reading and recitation, economy two hours, composition one hour. He also gives one hour weekly to hearing model lessons at the practising school.

The Rev. B. T. P. Tennear. Gives 18 lectures weekly of one hour each: 12 of which are on mathematical subjects, 2 on history, and 4 on religious subjects; and he attends one hour each week to hear lessons in the practising school.

Mr. Henry Hodge, certificated master, educated at Winchester. Gives 14 hours a week to the instruction of the students: music 3 hours, drawing 3 hours, English history 2 hours, reading 1 hour, Latin 1 hour, geography 4 hours.

Mr. William Paddock, certificated master, Winchester, is master of method, and gives three hours' instruction in method weekly.

Mr. Reuben Barnes is master of the model school.

The hours of study are daily from 6.45 to 7.45; from 9 to 1. On Monday, Tuesday, and Friday, from 9 to 10, the young men are employed in gardening. On Wednesday, from 11 to 12, they go to church. On Saturday, from 11 to 1, there is examination. With these exceptions the morning hours of study are devoted to lectures or private study.

In the afternoon: On Monday 3 to 5, school; 5 to 6, lectures and private study. On Tuesday, Wednesday, and Friday, lectures from 3 to 6.

On Wednesday and Saturday there is a half-holiday.

In the evening from 7.15 to 9.15 there is private study, except on Saturdays; then the first hour is given to singing, the second to lecture on economy. On Saturday the men are drilled for half an hour.

The number of days of vacation is returned as 78.

The model school is Trinity National school. St. Michael's is both model and practising school.

This is the Normal master's account of his work:—

To secure to the students of the Winchester diocesan training college a practical knowledge of the art of teaching and of managing a school, the following plans are adopted:—

1. These schools are so organised as to allow four students to practise in the course of a week; two entering at the commencement of the week and two on Thursday. Two students of the first year likewise attend Holy Trinity school, to observe the methods of instruction practised there.

2. The class to which a student is appointed is conducted by him throughout the day. As a rule, the second year student takes charge of a senior class, whilst the first year student has charge of a junior class.

3. The second year student is called upon to conduct the changes of the lessons and the dismissal of the scholars, and to maintain the discipline of the school while conducting the class to which he has been appointed.

4. That all may have a knowledge of the working of registers, the students are called upon to take them, and, at the end of the week, to make the weekly returns.

5. That no student may be unprepared, he is told beforehand what lessons he will be called upon to give, and the class for which they are intended. Two lessons at least are given by each student attending school.

6. The Normal master visits each class frequently during the day, pointing out any errors he may perceive, and making suggestions to the teacher; or else making notes of weak points, and reserving them for an after-interview with the teacher.

7. The chief lesson of the week is thus conducted: Notice is given of the subject and teacher at the commencement of each term, namely, after the Christmas and Midsummer vacations. Notes are prepared and handed to the Principal before the commencement of the lesson, which is afterwards criticised by two of the students, the Normal master, and the Vice-Principal or Principal. The notes are subsequently looked over and remarked upon by the Normal master.

8. Lessons are given by the Normal master every week as specimens, to correct the weak points of the students present.

We heard all the lecturers teach, and visited the model and practising schools, and the Rev. G. Sumner, the treasurer, was present at a great part of the inspection.

We met the committee on Thursday the 10th November. There were present: Rev. G. Sumner, Rev. N. Midwinter, Rev. G. Seymour, and J. Williams, Esq.

At the Christmas examination 1870 the first-year men acquitted themselves with credit in Holy Scripture and arithmetic. They fell below a fair standard of proficiency in mental arithmetic, English grammar, geography, economy, and music.

Their handwriting is marked very low, as far as copy-setting is concerned.

The students of the second year passed a good examination in Holy Scripture. They fell below a fair standard in mental arithmetic (although in this subject they gained more marks than many colleges), grammar, geography, and Euclid.

YORK AND RIPON TRAINING COLLEGE FOR MASTERS.

My colleague, the Rev. F. Watkins, and I visited this college in September. It was built to contain 76 students. It has now furnished dormitories for 52. We found 35 men in residence; 21 in first year, 12 in second year, and two in a preparatory class. There is no return made of the number of students received into training since the foundation of the college.

The staff of officers engaged in instruction was thus returned:—

Rev. Geo. Rowe, M.A., Camb., Principal. Gives 19 lectures weekly, 4 on religious subjects, 2 on economy, 2 on arithmetic, 2 on Euclid, 4 on geography, 1 on algebra, 3 on English grammar, 1 on normal work.

Rev. E. H. Smart, B.A., Oxon., Vice-Principal. Had 21 hours per week assigned to him for the following subjects: Holy Scripture, 3; Euclid, 4; English, 3; history, 4; reading, 4; repetition, 1; arithmetic, 2.

Mr. Robert Sutton is master of the model school, and Normal and music master. He gives 3 hours weekly to normal work; 4 to music.

Mr. John Windass gives 4 hours' work weekly to drawing.

Assistance is also given under special circumstances by Mr. Robert Jackson and Mr. Joseph Greaves, the former assistant master in the model school, the latter assistant master of the practising school.

The men are employed daily from 9 to 1 in study, two hours on Saturday (10 to 12) being assigned to examination. From 3.45 to 6 is given to study, and lecture in the evening.

The vacation time is not returned.

We heard all the lecturers as usual. We were compelled to come to the conclusion that one of the officers was totally unsuited to the duties he had undertaken. He had evidently no conception of the educational needs of the men he was instructing, and showed no power or sympathy with his audience or with his subject.

The practising and normal schools were in very good order and extremely well suited to the objects of the training college.

The following is the report of the Normal master:—

I. *Lectures.*—One lecture weekly on school management, of an hour and a quarter's duration, is given to the students of each year by the Normal master.

II. *Normal Lessons.*—1. Four prepared lessons, called normal lessons, are given every week (two on Tuesday and two on Friday) by the students in rotation before the Normal master to the boys of the practising school. Notes are taken during the progress of these lessons as to the merits and faults exhibited by the teachers, and suitable instructions are given at the close of the lessons to the students.

2. A prepared lesson is given every Saturday morning, by each second year student in turn, in the presence of his fellow students, the Normal master, and Principal of the school, who silently criticise and note their opinions of the lesson, and, after the dismissal of the children, the Normal master and Principal publicly criticise the lesson, then two or three of the students are called upon to read their criticisms, when remarks are passed as to their fairness, and the whole of the students' criticisms, fairly written out, are submitted to the Normal master for inspection.

The record of these lessons is to be found in the Normal book.

III. *Work in the Practising School.*—Three students are employed, in rotation, for a week at a time in the practising school. Each student has a syllabus of work given him, on taking charge of his class, is responsible for the discipline and teaching of the class, and is under the direct inspection of the master.

Each student is required to prepare full notes of three lessons, which are given in the ordinary course of work during the week.

Notes are taken of the attendance, conduct, attention to duties, and of the governing and teaching power of the students, as shown by them while in the school; and from these notes a report concerning each student is drawn up, and entered with the result of the examination of the class in his week's teaching, by the master, in the Normal book.

IV. *Work in the Model School.*—Two students, of the second year, are in the model school, for a week at a time, who take *full* notes of certain lessons given by the head master, and *general* notes of the organisation, classification, and method of teaching every subject in the school.

These notes are afterwards embodied in the form of a report or essay with drawings of furniture, &c., and are submitted to the Principal, after being examined and marked by the head master. These essays are afterwards returned to the students, who take them away for reference and guidance in their own schools when they leave the institution.

The physical training of the students is provided for by drill. They form part of a company of the York rifles, all the men having voluntarily joined. They pay 5*s.* and the college pays the rest of the cost of the uniform.

We met the committee on the 29th September; there were present Archdeacon Creyke, the Hon. Payan Dawnay, the Rev. Canon Randolph. We found they were aware of the deficiencies of the educational staff, and had given notice of a necessary change, but we thought it necessary to obtain from them some consideration for the other officers on whom the burden of supplying deficiencies would fall, and they agreed to provide some competent assistance. This we considered necessary on account of the officers, as much as on account of the students.

At the Christmas examination 1870, the students of the first year acquitted themselves with credit in Holy Scripture and arithmetic; they did not reach a fair standard of proficiency in mental arithmetic, English grammar, and economy.

The students of the second year passed a very creditable examination in music; but they fell below a fair standard in Holy Scripture, Liturgy, mental arithmetic, English grammar, geography, history, and Euclid.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* Rev. CANON TINLING, *on the* CHURCH OF ENGLAND TRAINING SCHOOLS *for* SCHOOL-MISTRESSES.

MY LORDS, April 1871.

THE training schools for mistresses under my inspection are full. On March 1st, 1871, there were 921 students in residence, with the addition of two supernumeraries, making a total of 923; which is nine in excess of the number which has of late years been considered as the complement of the Church of England institutions.

This number is fully commensurate with the existing buildings, and with the staff of teachers maintained in these 14 institutions.

From correspondence with the secretary of each training school I find that there is no immediate wish or intention, on the part of these local authorities, to add to the present accommodation.

The following table gives the exact number present in each training school:—

IN RESIDENCE ON MARCH 1, 1871.

	Year I.	Year II.	Total.
Bishops Stortford	27	30	57
Bristol and Gloucester	40	40	80
Brighton	22	27	49
Cheltenham	27	32	59
Derby	23	19	42
Durham	21	25	46
Home and Colonial *	76	64	140
Lincoln	21	19	40
Norwich	19	21	40
Ripon	32	31	63
Salisbury	31	32	63
Truro	15	19	34
Warrington	51	51	102
Whitelands	52	54	106
	457 +	464 =	921

* Supernumeraries attending the lectures, 2.

From the class list just published it appears that in addition to the above numbers there were in England 266 female students examined at Christmas last in the four training schools, which have not, up to the present time, been under my inspection.

In those 14 institutions which I have visited, the teaching and training have been carried on with much vigour, and with marked success by a large staff of officers, amongst whom there has been very little change during the past year.

The course of study remains the same. The buildings in every case have been maintained in good order, and in substantial repair.

The general behaviour of the students is well reported of by the authorities in each training school; and the medical attendant in each institution states that the health of the students is in no way impaired by the life of study which is required during the two years of residence. At Christmas 1870 the number who passed out from the above 14 institutions at the end of their second year of residence was 422, whilst 477 students passed successfully at the end of their first year of training. At the same time there were 544 candidates for admission into these 14 institutions.

The tabulated results of the examination at Christmas last show continued weakness in the answers of the first year students upon English history and geography. With regard to both these subjects, I should state generally, (I.) that the candidates upon admission to the training schools possess very little accurate knowledge; (II.) That the time set apart for these subjects has been very limited; (III.) That the lectures on these subjects have not unfrequently been overburthened with detail; exhibiting rather the fulness of acquired knowledge on the part of the lecturer, than the broad outline which a skilful teacher would naturally leave for her pupils to fill up.

One remedy which I should suggest would be that after Christmas next the number of marks given by your Lordships for these two subjects should be increased.

In 1869 and 1870 a different method was adopted for marking the Christmas examination papers, which, whilst it will eventually ensure greater accuracy, at the present moment has greatly diminished the total number of marks assigned to each candidate.

Religious knowledge.

It is due to those who have for so many years taken their part in the teaching and training of the students, as it is also due to the Education Department of your Lordships' committee, to record that no subject has been taught in our training schools up to the present time with greater care and attention than the Holy Scriptures and the Book of Common Prayer, and that there is no subject in which the students have more universally improved; as far as it is possible for Her Majesty's inspectors to test that improvement by written and oral examination, and to gauge that teaching by the reports of the training school authorities respecting the religious character and conduct of the students as they leave the different institutions to enter upon the duties of school life.

The following extracts from the reports of 1850 and 1870 sufficiently prove the truth of the above statement:—

At Christmas 1849, the first examination held in the normal schools, the marks for religious knowledge were 15·27 average per-centage of good and fair. The number of candidates examined was 144. At the last examination, Christmas 1870 (*vide* tabulated results), the per-centage of candidates examined who obtained marks of excellent, good, and fair, was,—

Second Year Students.		First Year Students.	
Bible.	Catechism and Liturgy.	Bible.	Catechism and Liturgy.
78·04	77·26	91·58	72·38

The number of candidates, 1,185.

Second year's training.

By the Circular of January 17, 1871 (Training Schools), your Lordships have sanctioned, under the present exceptional demand for teachers, that students may, with the concurrence of the college authorities, enter upon the duties of school teachers after *one* year's residence, provided that they have successfully completed their engagements as pupil-teachers previous to their admission into normal schools. I venture to call your Lordships' attention to the benefit which might result to the students themselves, and to the schools in which such young persons may eventually be placed, if the training school authorities be informed,

either by an official circular, or by Her Majesty's Inspector at his annual visit, that such proposal is not made with the intention of giving any sanction to a system of removing the weaker and less efficient students at the end of the first year of residence, but to enable the training school authorities to make a selection of the more advanced and most efficient students, who may be considered likely to fulfil successfully the duties of an elementary school teacher with *only* one year of training.

I feel it a duty to bring this subject before your Lordships, as there has been a tendency, contrary to the Minute of April 24, 1857, to weed out the less efficient students from these institutions where, in the case of infant school teachers, residence for *one* year has been already sanctioned.

To shorten the time of residence is naturally to diminish the *practical* training of the students, or to send out teachers with a very limited amount of personal knowledge. During the first year of residence the time of the students is principally occupied in attendance on lectures, in perfecting themselves in the simplest and most elementary subjects of education, and in obtaining personal information and instruction on the different methods of school teaching.

It is in the second year of training that the students obtain sufficient time for fully developing their powers in the practising schools; the real work of the future teacher may almost be considered to date from this period. Under the careful supervision of a mistress of method each student has her "notes of lessons" to prepare; the "art of teaching" to learn; school registers to manage; she has to conduct a class through an entire course of instruction; to test practically the power of discipline; to realize the force of example amongst children; to watch the effect of rewards and punishments; to give gallery lessons; to obtain clear information respecting the different systems of school organization. The second year's training is of no less importance in connexion with the moral and religious character of the students; whilst their example during the latter year of residence is of the greatest assistance to the training school authorities in maintaining that high moral tone which is so marked a feature in these institutions.

Special stamp for infant school teachers.

There is one other subject to which I would allude; candidates who answer questions in the "infant section" of certain examination papers which are set at Christmas, and who afterwards pass a satisfactory probation in an infant school, have a special stamp added to the certificate. It would be desirable that the name of each such candidate should be given in to the secretary on or before the first day of April in each year; and that each candidate intending to take such "infant" section in the Christmas examination papers should herself teach an "*infant*" class or gallery before Her Majesty's Inspector at his annual visit to the training school; and that such class or gallery lesson should have received a mark from Her Majesty's Inspector not less than "Fair."

At a moment when public attention is so largely directed to the elementary education of the wage-earning classes, I feel that it is a matter of congratulation to report not only that our training schools for mistresses are full, but that the work which is done in them and by them is sound and good, and that the character which the students bear throughout the country is in every way satisfactory.

I have the honour to be, &c.

E. Douglas Tinling.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

BISHOPS STORTFORD.

Inspected by me with the Rev. C. J. Robinson, 18th July 1870.

The total number of students 57, viz., 30 in the first year of residence and 27 in the second year. There have been no changes in the officers of this institution since our last visit. Rev. Arthur Blunt, M.A., Principal; Mrs. Bush, Lady Superintendent; three governesses; two teachers in the practising schools; Mr. May, teacher of music, non-resident.

The behaviour of the students whilst under training is satisfactory, and the reports are good which have been received respecting the great body of pupils after they have taken charge of elementary schools as mistresses.

BRIGHTON.

Inspected by me with the Rev. R. L. Koe, in June 1870.

Forty-six students in residence, viz., 27 in their first year and 19 in their second year. A change has been made during the past year in the Lady Superintendent, Miss Foster having resigned owing to ill-health. The present staff consists of Rev. H. H. Wyatt, M.A., Oxford, Chaplain and Secretary; Miss Chambers, Lady Superintendent; three governesses; two mistresses of practising schools; teachers of music and drawing, non-resident.

The present condition of this institution is satisfactory, the reports are good respecting the students who have left the college; the health is very fair, and in no way impaired by the course of study required of the students.

BRISTOL AND GLOUCESTER.

Inspected by me with the Rev. Rice Byrne, May 1870.

Eighty students present, viz., 38 in the second year of residence, and 42 in the first year. No change has taken place in the officers of the institution since our visit in 1869. Rev. William Smith, M.A., Principal, Chaplain, and Secretary; Rev. Wm. De L. Lawson, M.A., Honorary Lecturer; Miss Spenser, matron and head governess.

Four Governesses; two teachers in practising schools; singing master, non-resident.

The general character of this institution is satisfactory, but we did not find sufficient sympathy existing between certain officers of the college to ensure as great an amount of efficiency as might fairly be required. The reports respecting the students who have left the training school are most encouraging, the health of students good.

CHELTENHAM.

Inspected by me in June 1870.

The total number of students in residence 59, viz., 27 in first year, and 32 in second year.

Miss A. S. Taylor, formerly governess at Ripon, has been engaged as an additional teacher pro tem.

Rev. R. M. Chamney, B.A., Principal.

Miss Reynolds, Superintendent and Head Governess; three additional governesses; the master of method, Mr. Gill, and the teacher of music, Mr. Brereton, are both attached to the training school for masters; drawing master non-resident.

The new buildings appear to be well suited for the object for which they have been erected. The health of the students is good; the accounts which I received of their behaviour under training and in their schools afterwards are very satisfactory.

DERBY.

Inspected by me in September 1870.

Forty-three students in residence, viz., 21 in the first year and 22 in the second year.

No change in the officers of this training school.

Rev. Canon Latham, Principal, Chaplain, and Secretary; Miss Edwards, Lady Superintendent; three governesses; teachers of drawing and music, non-resident.

The accounts given of the health of the students and of their behaviour whilst in the training school are most satisfactory. The report is also good of those who have left the institution and who are now in charge of elementary schools.

DURHAM.

Inspected by me in September 1870.

Total number of students 40, viz., 25 in their first year of residence and 15 in their second year. There has been no change in the officers of the institution since my last visit. Rev. W. H. Walter, M.A., Principal; Miss Baird, Lady Superintendent; two governesses; and two teachers in the practising schools; teachers of drawing and music, non-resident.

The report given both with regard to the character and health of the students is very satisfactory; much care is taken with the training, and the accounts received respecting those who have left the institution are good.

HOME AND COLONIAL.

Inspected by me with the Rev. M. Mitchell in July and November.

One hundred and forty students (71 in first year, and 69 in second year of residence). No change in the officers of the institution during the past year. Rev. J. J. Evans, M.A., Cantab, Chaplain and Secretary; Rev. J. Johnson, B.A., Cantab, Resident Chaplain; Miss Hooker, Superintendent; Miss M. Liscombe, assistant superintendent; two certificated governesses, and one assistant governess, reside on the premises; two certificated governesses are non-resident.

Messrs. Dunning, Coghlan, Reiner, May, Hassell, Ford (non-resident), are each employed in their different spheres as teachers; Miss Howell, who is non-resident, is engaged for needlework.

Earnest attention is paid to each portion of the school work, and to the intellectual training of the students.

The health of the students is on the whole satisfactory. M.D. reports that three students left during the past year from sickness, but that the health of such students would have been more likely to fail in other work.

The report given of students who have left the institution is satisfactory.

The "superintendence" of the students has formed the subject of a separate correspondence.

LINCOLN.

Inspected by me in June 1870.

Total number of students 40, viz., 20 in each year of residence.

No change has taken place in the officers of this institution since my last visit. Rev. H. Nelson, M.A., Principal; two governesses; the mistress of the practising school acts as mistress of method; drawing master non-resident.

Certain changes amongst the governesses are pending which cause temporary inconvenience. The accounts given of the students during their time of residence, and after they have entered upon the duties of elementary school teachers are very satisfactory.

NORWICH.

Inspected by me with the Rev. F. Synge in October 1870.

The number of students in residence 40, viz., 21 in first year, and 19 in second year. No change has taken place in the officers of this training school. Rev. W. Cufaude Davie, M.A., Chaplain and Secretary; Miss Bunbury, Lady Superintendent; three governesses; teachers of drawing and music, non-resident.

The head governess, who only entered upon her duties during the past year, leaves at Christmas; this change is naturally injurious to the training school. The health of the students is good, their conduct and behaviour are well reported of, and the accounts which have been received of those who have left the institution are very satisfactory.*

RIPON.

Inspected by me in September 1870.

Sixty students in residence, 30 in each year, in addition to two preparatory pupils, and one schoolmistress under instruction in school organisation and method for a short period. There has been no change in the officers of the institution during the past year. The present staff consists of Rev. E. B. Badcock, B.A., Cambridge, Principal and Chaplain; Mrs. Sheffield, Lady Superintendent; three governesses; teacher of music, and one mistress, with a certificated assistant, in the practising schools, non-resident.

The present condition of the institution is on the whole satisfactory, though I had reason to complain at the time of my visit of a want of sympathy amongst some of the officers of the college.

The reports received of the students who have left the institution are extremely good.

The medical attendant reports that during the past year there has not been any great amount of sickness amongst the students, though one student, who left the institution in consequence of illness, died at her home about two months afterwards.

SALISBURY.

Inspected by me with the Rev. S. J. G. Fraser, July 1870.

Total number of students in residence, 62; viz., 29 in second year, and 33 in first year.

No change has taken place in the officers of this institution during the past year. Rev. A. Philips, Chaplain and Lecturer; Miss Greenlaw, Lady Superintendent; three governesses. The mistress of the practising school acts as mistress of method. Teacher of drawing non-resident.

Excellent accounts received of the students who have left the institution.

The general character of the students in residence very good. Health well reported of by the medical attendant.

TRURO.

Inspected by me on 23rd August 1870.

In residence nine in second year, 22 in first year, and three private students; total 34.

An additional governess has been appointed since my last visit.

Rev. E. N. Dumbleton, M.A., Chaplain; Lady Superintendent, Miss Taylor.

Miss Wilkinson, the head governess, has devoted to this institution not only her time but her most zealous and earnest teaching.

Three governesses; teachers of music and drawing non-resident.

The medical attendant reports "a small number of the students suffer slightly from "the strain of the work when they enter the institution. The greater number of the "second year's students have an appearance of improved health as well as of character and manners."

The accounts received of the students after they leave the training school are very satisfactory.

WARRINGTON.

Inspected by me in June 1870.

Total number of students present, 103; viz., 52 in first year of residence, and 51 in the second year.

Miss M'Clellan left during the past year, and her place is filled by Miss Martha Cheetham. No other change in the officers.

Rev. A. C. Stubbs, Clerical Principal.

Lady Superintendent, Mrs. Baker.

Master of method, Mr. Baker.

Four governesses; matron, Mrs. Sedgwick; drawing master non-resident.

There is an earnest spirit pervading the work of this important institution. The hours of study are in no way too many for the health of the students. The character and conduct of the students in residence are well reported of, and the accounts received of those who have entered upon the duties of school teacher are very satisfactory.

WHITELANDS.

Inspected by me with the Rev. J. G. C. Fussell.

Numbers in residence, 105; viz., 56 in first year, and 49 in second year.

No change in any of the officers of this institution during the past year.

Rev. Harry Baber, M.A., Chaplain; Rev. E. Worlledge, M.A., Lecturer; Lady Superintendent, Mrs. Harries; three governesses; teacher of drawing and music non-resident.

This training school continues its steady, earnest work with much success. The behaviour of the students is most satisfactory. The health very fair, in no way injured by the work of the institution. The reports of the pupils after they have left the training school most encouraging.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, MATTHEW ARNOLD, ESQ., D.C.L., *on the* TRAINING SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD *for Schoolmasters, and at* STOCKWELL *for Schoolmistresses.*

MY LORDS, London, April 1871.

I VISITED these training schools in the month of November last, but owing to some failure of notice and the great pressure of work, I could not have the assistance of the colleague designated for that duty; my inspection, therefore, was almost wholly confined to hearing the exercises in teaching, reading, and reciting required for the Christmas examination, and indeed through this task I could hardly have got during the time at my disposal had not my colleague Dr. Morell, on whose assistance I had no claim, very kindly helped me. I shall consequently make no comments upon the instructors in the training schools and upon their teaching; these have repeatedly been the subject of report, and there is no change to note in them. The details annually required by your Lordships I have already given in the usual forms; all I shall now do is to note one or two points where there is change since my last visit to these training schools, and to make a few remarks on the results of the recent examination.

Gymnastics. At my last visit in 1867, I remarked on the absence of all instruction and practice in gymnastics at the Borough Road Training School, and contrasted this state of things with what I had lately seen in Germany and Switzerland. A recreation room, fitted with apparatus for gymnastics, has since been provided, and I saw the students exercising there. In 1867 the Stockwell students had instruction in callisthenics; this has since been much developed, and I saw their exercises with much pleasure. It should be borne in mind that on the Continent gymnastics are not suffered to be a mere amusement, proceeding at the student's own will or under the guidance of extemporised teachers; on the contrary, the teachers and methods for gymnastics are as carefully chosen and as rigorously imposed as those for any branch of intellectual study.

Offices and bath-rooms. While mentioning this improvement at the Borough Road College, I must add that since my last visit the premises have been much improved also by the removal of the offices from the basement story where they formerly stood close to the lavatories, and by the erection of excellent new offices in another part of the building. Four bath-rooms, too, have been provided.

Health. Two students in the course of the year died of consumption at their own homes.

Instruction. Ninety-six students at the Borough Road College were examined at Christmas, all passed, and none fell into the fourth division. For the second year students I find that the weak points were geometry, mental arithmetic, geography, and grammar. Less than 27 per cent. reached the mark of *fair* in Euclid, less than 14 per cent. in mental arithmetic, less than five per cent. in geography, and less than three per cent. in grammar. The results in these matters with the second year students of 1869 were better as regards Euclid and grammar, slightly worse as regards mental arithmetic and geography. Grammar, mental arithmetic, and economy are the weak points with the first year students this time. In 1869 economy was stronger and so was grammar; mental arithmetic on the other hand was weaker.

With the Stockwell students, also, mental arithmetic is a weak point and so is music, and, for the students of the first year, history; the

students of both years show in all other subjects a respectable, and in some a high, per-centage of *excellent*, *good*, or *fair*.

Candidates for admission.

At Stockwell 105 students were presented for examination; here too, all passed, and all in the first, second, or third division.

At the Borough Road there were 85 candidates for admission, and 80 passed the examination. For 31 of these there were no Queen's Scholarships, but for 16 of the candidates thus disappointed the Borough Road authorities have provided accommodation in an adjoining house, so that they are received as students. The remaining 15 either were disqualified by health, or withdrew their application to become students, or were placed in other Colleges, or took engagements as assistant teachers.

At Stockwell 49 Queen's scholars have been admitted, with 20 extra students; to provide accommodation for the latter an additional dormitory and class-room have been fitted up. A new teacher has been added to the College staff in the person of Miss Joyce; however, 29 of the candidates who passed the examination could not be admitted for want of room; some of these have been received into other Colleges, and some employed as assistant teachers.

Amendment of Grammar and Composition paper. Recitation Exercise.

In these reports I have more than once commented on the grammar and composition paper for the Christmas examination, and I am glad to see by the syllabus of the present year that there has been a revision of the scale of marks, and that grammar now receives a larger proportion. To the judicious setting and marking of this paper I attach the greatest importance. It is that paper in the examination which represents letters and literary culture. The friends of the physical sciences are all for the increased teaching of their own matters, and they have the public with them; judicious observers know well that the real difficulty and deficiency, with students such as those of our training schools, lies not in the direction of physics but in the direction of humane letters. It is so great, that one might be tempted to pronounce it irremediable, at least for one or two generations, if one had not before one the development of spirit and feeling brought about in a few years by the establishment of one well conceived exercise,—the recitation exercise. I have seldom been more struck by the results of any agency in education than by observing last winter, when I heard the Borough Road students recite, the progress which had been achieved within my own experience through this exercise alone.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, J. BOWSTEAD, ESQ., M.A., late Fellow of Pembroke College, Cambridge, *on the* WESLEYAN TRAINING SCHOOLS, WESTMINSTER.

MY LORDS, May 1871.

IN conjunction with my colleague, Mr. Waddington, I was instructed to visit and report upon the Wesleyan normal schools in the Horseferry road, Westminster, in the course of the past year, and we devoted the week commencing on the 31st of October to the discharge of this duty.

Premises. We found the premises in very satisfactory condition. They are in good and substantial repair, well kept and clean, and well ventilated; the ventilation, indeed, has been very carefully attended to, and is decidedly more effective than it was at the time of my last visit of inspection three years ago. The alterations then in progress have also been completed, and there is now excellent accommodation for both the male and female departments of the institution; each sex has a lecture hall, a day room, and class rooms of its own: and the accommodation afforded by the dining hall, which has already been once enlarged, is about to be increased. The lodging arrangements are quite satisfactory, and appear to embrace everything that is necessary for health and comfort.

Diet, recreation, and health. The dietary of the students, which has always been as liberal as is usual in such establishments, was rendered somewhat more generous a year or two ago, and there is every reason to believe that this more generous diet has had a good effect on the health and vigour of the pupils. The time allowed for exercise and recreation has also been recently extended, as mentioned by Dr. Morell last year. The students now have two hours and ten minutes at their own disposal every day in winter, and two hours and forty minutes in summer, besides one half holiday in every week, and the evening of every Wednesday. Thus it is apparent that great care is taken to preserve the health of the young people assembled within these walls, and the medical report for the past year seems to me to show that the precautions taken have not been without good effect. That report is as follows:—

"During this year one of the students, Mr. Chapman, left the college with *Phthisis*, and has since died.

"Mr. Foster was confined to his bed here for some weeks, during early summer, with *Rheumatic Fever;* he has not returned to the college, although he was so far recovered as to be able to go home at the commencement of the midsummer vacation.

"With these exceptions the health of the students has been very good.

"W. KITCHEN PARKER, F.R.S.,
"Medical Officer to the College."

MALE DEPARTMENT.

Reading, recitation, and teaching. As the reading, recitation, and teaching in this department were heard by me alone, it may be well to notice them separately. There were 35 male students of the second year on the list supplied to me; but one of these was ill at the time of our visit, and had not returned in December when the Christmas examination took place, whilst two others were absent on supply at the date of inspection, but were present in December, and performed their exercises then. I heard, therefore, 34 students of the second year give lessons to a class of children in one of the practising schools, recite passages from Shakespeare's Macbeth, and read prose from the "Spectator;" and in almost every instance these trials were gone through with remarkable success. The recitations were most carefully got up, and were often given with great spirit. The reading was generally correct and intelligent. The lessons had

been well thought out, and were generally well presented before the children. The first year male students were 41 in number and were all present. They read and recited before me, and executed their tasks quite as well, allowance being made for their shorter period of training, as their seniors. On the whole, I never witnessed a series of exercises more creditable to an institution of this class, and it was impossible not to assign high marks to the great majority of the candidates. I heard lectures given by Mr. Sugden, the head-master, Mr. Kinton, one of the tutors, and Mr. Mansford, who is resident superintendent as well as tutor. Mr. Langler, who is also a tutor, was suffering from a temporary illness and could not lecture before me. Mr. Bell and Mr. West, masters respectively of the senior and junior practising schools, gave model lessons in my presence.

Lectures and model lessons.

All these gentlemen have been on the staff of the institution for many years past, and have been reported again and again, by the various inspectors who have visited it, as possessing first rate qualifications for their respective positions. I can only add that, as a staff, they appear to me to be, if possible, more thoroughly masters of their work than they have ever been at any former period. One member of the staff, however, and not the least efficient one, had disappeared before my visit. This was Mr. Holloway, master of the model school, who had been taken ill early in the year, had died in the course of it, and had had his place supplied temporarily by a certificated teacher who had been his assistant. Mr. Binns, the well known master of a Wesleyan school at Derby, has since been appointed Mr. Holloway's permanent successor.

Staff.

The following is Mr. Sugden's report on the professional training of the male students during the past year :—

Professional training of the male students.

"The report printed by Dr. Morell in 1869 might be repeated with scarcely any change. Throughout the year the aim of the teacher of school management has been to convey to the students such a theoretical acquaintance with methods and principles of teaching as may be gained from the study of a good text book, combined with occasional lectures on topics of importance, and to superadd such practical familiarity with these as may be gained by using the extensive practising and model schools of the institution.

"The students of the second year have been employed three entire weeks during the session in teaching large divisions of children, under the immediate direction of the teachers of the practising schools; while those of the first year have been similarly engaged for two weeks.

"The death of Mr. Holloway about the beginning of June, and the illness which preceded that event, by depriving the institution of his able and faithful services, has, during the year, in some degree lessened the usefulness of the model school to the students. A teacher of proved ability and long experience (Mr. Binns, of Derby) has now been engaged for it, and its former efficiency will doubtless be restored.

"The criticism lessons have been conducted during the year in the manner which has more than once been described. They are still regarded as a very valuable means of training the students for those portions of their work which involve the use of simultaneous teaching, as in Bible and oral secular lessons, or which require the use of class-teaching, as in reading, arithmetic, history, geography, or grammar.

"W. Sugden, Head Master.
"James H. Rigg, D.D., Principal."

Female Department.

The work done in this department was examined chiefly by my colleague, Mr. Waddington, who has kindly given me the results of his observations in the following letter. I need only state, with respect to it, that his remarks on the musical teaching embrace both the male and female departments :—

"Dear Bowstead, Clifton, December 9th, 1870.

"At our recent joint inspection of the Wesleyan Training College, it was arranged that I should personally undertake to hear the reading and recitation of the female students, and the lessons given by the second-year female students. There

were 31 of the second year, and 32 of the first year to be heard; two second-year students, besides, were absent on supply.

Readings, recitation, and teaching.

"Reading was most creditable throughout, only a single student of each year falling even as low as '*moderate*.' With recitation, too, I was greatly pleased, and in this I thought the first-year students were proportionately even more successful than the second-year. The subjects chosen for a lesson by these latter students presented great variety. Many of the subjects were most interesting, and very well handled. I specify a few—'Human Teeth,' 'Cork,' 'Duties of a Sick-nurse,' 'The Eye,' 'Preservation of Health,' 'A Posted Letter,' 'The Spanish Armada.' Several were prepared to 'teach a tune,' and I took the opportunity of having it done in two instances.

"The only special suggestion I would venture to make in connexion with this subject is, that the constant and methodical use of the black-board in giving a lesson should be still more carefully impressed upon the students.

Staff.

"As regards the staff of the college and practising schools, I heard some excellent instruction in school method given by Mr. Bailey, and I also heard lessons given by Miss Davis and Miss Revel, of the girls' and the infants' practising schools. At the present, however, Miss Davis was supplying the place of the valued matron, Miss Capes, who was absent from illness.

Music.

"The duty of reporting on the musical teaching you deputed to me, and I have much pleasure in saying how greatly I was pleased with the musical acquirements of the pupils of Mr. West. I was also much interested in his invention, the 'Inflector,' an excellent and simple method of teaching the various keys. Mr. West's task is of course rendered more difficult by the fact that his class is composed of *all* the students, musical and unmusical, and not confined, as musical societies are for the most part, to those who have at least some professed love of music.

"I file with this Mr. Bailey's report on the professional training of the female students.

"I am, &c.

"HORACE WADDINGTON."

"REPORT on the PROFESSIONAL TRAINING of the FEMALE STUDENTS.

"The course of instruction in school management has undergone no change during the past year. There has been the same two-fold arrangement as before, embracing instruction in the theory, and practice in the art of school teaching and management.

"To the students of the first year a systematic course of lectures has been given on infant school teaching, developing the principles on which it should be based, and their practical application in the daily work of the school. The peculiarities of infant school organisation and methods are thus specially treated, including an exposition of the Kinder Garten and its appropriate apparatus and exercises.

"The chapters in 'Gill's School Management' which treat of method, &c. have been studied in class, and such additional information supplied as the subject needed. The 'Code of Regulations' has also been read in class, and its bearing on the future work of the students amply illustrated.

"Each student of the first year has spent two weeks in the practising schools during the year (infants' and girls'), the first week in observation of its methods of organisation and instruction; the second of these weeks in class-teaching under the direction and superintendence of the teachers of the schools. A written report of school arrangements and methods is required from each student, which, after being revised and valued by the teacher of the school, and the estimate recorded by the Head Master, is returned to the writer.

"The second-year students have received instruction in the various methods of common school organisation and discipline, including registration, the log book, construction of notes of lessons, time tables, &c. The schedules and form required for the annual inspection of a school have also been fully explained, and the method of filling them up described.

"Three weeks have been spent by the second year's students in rotation in the infants' and girls' schools. This time is spent partly in listening to model lessons on all branches of school instruction by the schoolmistress, but mainly in actual engagement in school teaching and work generally. Full opportunity is thus given for acquiring complete knowledge of all practical details of school work. Lessons have also been given in the infant school by the teacher of method in presence of the second year's students.

"Two hours weekly are given to the first and the second years' students respectively for lectures and examination in class. And the oral class examination has been supplemented by frequent written exercises and examinations.

"Twelve criticism lessons are given weekly by the students of both years in rotation in the practising schools, infants', junior, and girls'. The subjects, chosen by the

Head Master, comprise every variety of collective and class teaching included in the ordinary routine of a school. The lessons are first criticised by the students who hear them, and then by the presiding teacher, who gives to the Head Master an estimate of the value of the lesson, and a record is kept of each student's position and progress in this important branch of practical training.

"JAMES H. RIGG, D.D., Principal.
"JAMES BAILEY, Teacher of Method."

Model and practising schools.

The model and practising schools connected with this institution form a very important and valuable part of it. They are five in number:—

1. The model school, which is a mixed school of children of all ordinary school ages, such as might be found in the country.
2. A senior mixed school.
3. A junior mixed school.
4. A girls' school.
5. An infant school.

The last four are used chiefly as practising schools. The students teach in them under the superintendence and direction of the principal teachers of each school.

The model school, on the other hand, is visited by the students mainly for the purpose of observing, and noting, and reporting upon the details of its organisation and methods. Criticism lessons also are given in it by the male students. All these schools are of moderate size, not much exceeding what may be found in a small country town. They present examples which approach near enough to the realities with which Wesleyan teachers will probably have to deal in after life, and it cannot be doubted that the practical success which has been attained by many of those teachers is largely due to the care which has been bestowed upon this part of their training.

Great demand for Wesleyan teachers.

The whole number of male and female students trained in this institution last year was 140, and there are 138 in training this year. But these numbers by no means afford an adequate supply of teachers for the Wesleyan schools now in existence or about to be called into existence immediately. The Elementary Education Act of 1870 has caused the Wesleyan body to make an immense effort, which was thus described by Dr. Rigg, the Principal, in the inaugural address which he delivered to the students in February last:—

"One hundred and forty new Wesleyan schools have been opened within the last few months; upwards of 40 more would have been opened if we could have found teachers to send to them; next Christmas there is reason to believe that the demand will be at least as large and pressing as it was last. Fifty-seven students of the first year, in addition to the 68 who had finished their two years' course of training, were sent from this college last month into schools. Only 16 of last year's students have been left in the college to take the lead in this year's studies, and to set a pattern of steadiness and good discipline; and yet, as I have stated, more than 40 cases of new schools which might have been opened have been deferred."

Results of last examination.

It only remains to notice the results of the last Christmas examinations as they affected this institution. The number of male students presented was 34 at the end of their second year of training, and 41 at the end of the first. The students of both years took remarkably creditable positions, especially those of the first. Of the 34 second year men, 11 were placed in the 1st division, 10 in the 2nd, and 13 in the 3rd. Of the 41 first year men, 21 came out in the 1st division, 17 in the 2nd, and 3 in the 3rd. There was no failure in either year, nor was any one placed so low as the 4th division. The female department presented 33 second year and 32 first year candidates. Of those in the second year, 8 were placed in the 1st division, 13 in the 2nd, 11 in the 3rd, and 1 in the 4th. The first year candidates

stood as follows: 4 in the 1st division, 18 in the 2nd, and 9 in the 3rd, while 1 failed entirely. This department, therefore, was fairly successful on the whole, but not so much so as the other.

I assume that an epitome of the marks given for proficiency in the several subjects of examination at each training college will be printed, as usual, in your Lordships' Minutes in connexion with the reports on those institutions; and I beg leave to recommend a careful consideration of the per-centages therein contained to all who are engaged in the preparation of candidates for certificates.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, J. D. MORELL, Esq., LL.D., *on the* TRAINING SCHOOLS *of the* CONGREGATIONAL BOARD OF EDUCATION *at* HOMERTON.

MY LORDS,

PURSUANT to instructions received I visited the Homerton Training College on the 26th of October last and the two following days, and now proceed to lay before you a brief report of that institution for the year 1870. The Homerton Training College is divided into two portions, which are kept almost entirely distinct, the one being designed for male, the other for female students. As I had not visited this institution in an official capacity before, my first duty was to inspect every portion of the building in order to judge precisely what accommodation it affords to the inmates.

The apartments appropriated to the Principal are particularly good, presenting accommodation and comfort which I believe are not surpassed by any similar institution. **Buildings.**

The culinary department of the college I thought exceedingly neat, clean, and airy and convenient. Fortunately it is not situated in the basement, but enjoys as much air and sunshine as all the other portions of the house.

The class-rooms are various; the principal one is of ample dimensions, considering the number of students in ordinary residence, and is well able to accommodate both the male and female departments together; the other and smaller class-rooms are also quite sufficient for the purposes to which they are ordinarily applied. As the college is only designed to accommodate about 50 students, that is, 25 of each sex, and as each of these are again subdivided into 1st and 2nd year students, it will be easily seen that the ordinary class-rooms do not require to be of very large dimensions.

The sleeping apartments are light and airy. Instead of providing a small bedroom for each student, as is more usually the case, a good sized room is allotted to three or four, a plan which would scarcely be recommended in a new institution, but which has proved hitherto satisfactory and unobjectionable in the present case. The dining and day rooms hardly need a separate mention; they are just about commensurate with the other departments, and sufficient for the purposes to which they are daily applied. On the whole, for the number of students in residence, I regard the accommodations as being both healthy and convenient, and rendered still more so by a good space of garden ground for each department.

The number of students in residence during the last year has been as follows:— **Numbers.**

Male students taking the 1st year's course - -	14
„ „ the 2nd year's course - -	5
The number of female students in the 1st year have been -	15
„ „ in the 2nd year - -	9
Making a total of - - - -	43

None have left during the year either from ill health or unsatisfactory conduct, and their general application to the work of the session appears for the most part to have been regular and commendable. Their general **Health.**

health too has been particularly good, as may be seen by the report of the medical officer, which is as follows:—

"October 21, 1870.

"I hereby certify that the female and male students in the Normal College at Homerton have had good health during the past year.

"E. PYE-SMITH, F.R.C.S."

Staff of teachers.

In the staff of teachers there have been two or three alterations since last year. Miss Towers, who had performed conscientiously the duties of lady superintendent, died in October last. Her place has been temporarily supplied up to Christmas, after which a new appointment was to be made. The female department has gained the valuable assistance of Miss Howden, who takes upon herself a *very large share* (I fear almost too much) of the work of instruction. From the lessons I had the opportunity of hearing I should judge her teaching to be clear, well digested, and carefully adapted to the requirements of the students she has to train. Mr. A. H. Thouless has been appointed teacher of music, and I have rarely witnessed a more vigorous, practical, and effective mode of instruction in this department than that which he has adopted. I am quite sure indeed that such a musical training cannot fail to have a very beneficial influence upon the future work of the students when they come *themselves* to be practical teachers.

Upon Dr. Unwin, the Principal, the entire superintendence and secretaryship of the college now depends. He has found it necessary, therefore, to devolve a considerable portion of the instruction which he had long been accustomed to give *himself* upon the other *teachers*. What he reserves for his own special care are lectures on English literature, the elements of psychology applied to school method, and the whole of the religious instruction. His long experience in the details of primary education renders him pre-eminently adapted for making these subjects fruitful in interest, and profitable to the students.

After the Principal, Mr. Liddell is the teacher of the longest standing in the institution. His especial department is arithmetic, mathematics, and physics, all which subjects he treats with the clearness and facility which arise from long practice and experience in teaching. Mr. Ronald has taught the history, grammar, composition, and school management throughout the year. These subjects he has treated with exemplary punctuality and decided intelligence. I mention this the more readily as it has been arranged to supply his place by another teacher for next session. This change I may state has not been occasioned by any neglect of duty or any intellectual incompetency, but from causes which lie wholly apart from his assiduity, efficiency, and good character as a teacher.

Practising schools.

The practising schools attached to Homerton College may be fairly reckoned one of the most complete and satisfactory parts of the institution. Mr. Arnold, to whom the inspection of them falls in due course, speaks in high terms of their order and efficiency. As far as the college is concerned these schools are made available for two purposes, namely, instruction in practical school-work, and criticism lessons. I enclose two reports by the master and mistress respectively, showing in what manner the students are systematically instructed from the example there given in all the details of a teacher's duty.

REPORT ON THE SCHOOL PRACTICE AND CRITICISM LESSONS.

The students of the second year have each attended the practising school for one month; this period was composed of four separate weeks.

The first week was chiefly spent in observing and noting down the general arrangements and work of the school, hearing lessons given by the master, and teaching small classes under his superintendence.

In their second and third weeks the students took part in the regular instruction of the school, a class was assigned to each, the work for the week prescribed, and the result tested at the end of the week by the master; collective lessons were also given by each student, and their defects pointed out privately.

During their last week an attempt was made to give them a share in the general management of the school. Conducting the movements necessary at the commencement of work and at the changes of lessons, marking the class registers and testing the accuracy of the entries in the summary register, and examining the classes according to the requirements of the Standards were the principal duties assigned to them. They were also encouraged to discuss with the master any points of difficulty which had arisen in the course of their practice or experience.

The students of the first year will have spent at the year's end, a fortnight in the school; their practice resembles that of the second year men during their first and second weeks.

Criticism Lessons.

The students attend the practising school for half an hour on the Thursday of every week to hear a lesson given by one of their number on a subject selected by the master of the school; these lessons are given by each student in rotation, and all write "notes" on the lesson of the day. The notes are examined and valued by the master who attends at the college in the evening of the same day to hear the criticisms of the students on the lesson, and to sum up and supplement their remarks.

JAMES THOMAS POWELL,
Master of Practising School.

William J. Unwin,
October 25, 1870.

REPORT OF THE MISTRESS OF METHOD.

The students of the second year before the close of their course spend four weeks in the practising school, and the students of the first year two weeks.

Part of their time has been spent in the infant department and at Homerton Row School that they may become familiar with different forms of school organization. The students attend the practising school for a week at a time, teaching classes, and giving lessons, and occasionally taking the entire management of a section of the school under my superintendence. They also hear lessons given and learn the practical details of school management, and become acquainted with the method of keeping registers. One afternoon during the week each student has had the charge of a class engaged in needlework. The students in rotation have given collective lessons weekly during the two years; they have all been required to write out a sketch of each lesson previous to its delivery. In the evening of the day on which the lesson has been given they have met for criticism of the lesson, the needful corrections and instructions being afterwards given by myself.

M. Y. ROSE,
Mistress of Method.

William J. Unwin, Principal,
October 25, 1870.

Model lessons.

I heard all the second year students give lessons to a class of children, and found that in the matter of the lessons which had been prepared, the manner of their delivery, and the power of teaching generally, they could fairly compare with those which I have been accustomed to hear for many years past in other institutions. If the lessons themselves were not quite so systematic and highly finished as they are sometimes, still, I thought that there was rather more of the student's individuality thrown into them than is frequently the case in some of the larger institutions. At any rate, they were satisfactory specimens of gallery teaching, and showed that the details of this part of a teacher's duty had not been neglected in the ordinary course of training.

Reading and recitation.

The reading and recitation I thought (with some marked exceptions, however) superior in the female department especially as regards the second year students; in the male department the provincial pronunciation is far more perceptible, and the power of conveying shades of meaning

either in reading or reciting not generally as well developed. But the large proportion of the students were only in their first year, and it requires several years before the use of good English becomes established in a training school, and transmitted onwards from one session to another.

On reviewing the whole of what I had seen and heard during my three days' visit I feel gratified to add to my former experiences, that of another institution, in which a sound and practical course of training is afforded as a preparation for the most important work of bringing up the young of our country to the profession of knowledge, and the practice of virtue.

In conclusion I may add that the results of the examination passed by the students at Christmas 1870, shows, I think, on the whole, a very considerable advance upon those of 1869.

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, WILLIAM SCOLTOCK, Esq., M.A., of Christ Church, Oxford, *on the* BRITISH AND FOREIGN SCHOOL SOCIETY'S TRAINING SCHOOL *for* SCHOOL-MASTERS *at* BANGOR.

MY LORDS,

IN accordance with my instructions I inspected the training school at Bangor on the 8th November 1870.

Buildings. Very few alterations have been made in the buildings since the time when last I had the honour of inspecting the college in the autumn of 1865; but the suggestion of placing the kitchen in the basement story and of turning the former kitchen into a library and day room has been attended to, as stated by Her Majesty's Inspector, Mr. Fearon.

Damp. I am glad to say that precautions have been taken against damp, and the authorities, after due consultation, as I was led to understand, with the architect and contractor who built the college, used such endeavours as they considered at the time advisable to remedy the defects. There are still some traces of damp remaining, but possibly such may be only old stains and not indications of new leakage. The ventilation of the class rooms and dormitories has to a great extent been much improved.

Grounds. The grounds both in the front and at the back of the college have been tastefully laid out and skilfully planted with shrubs and evergreens.

Increase of accommodation. The committee of the college have taken into consideration the advisability of increasing the accommodation for students. Two plans have been suggested. First, by a re-arrangement of existing dormitories, and by this plan provision will be made for ten additional students. Secondly, by removing the sick ward to the top floor, and by erecting in its place new sleeping rooms; this plan would probably accommodate eight students.

Staff. The staff consists of,—

Principal - - -	The Rev. Daniel Rowlands, M.A.
Vice-Principal - - -	Mr. John Price.
Tutor - - - -	Mr. John Thomas.
Drawing Master - -	Mr. T. M. Williams.
Master of method and Head Master of the model school -	Mr. T. M. Williams.
Matron - - - -	Miss Grace Roberts.
Medical Officer - - -	Mr. L. Jones, M.R.C.P., M.R.C.S.

The Principal has the general superintendance. The Vice-Principal lectures on grammar, history, school-management, and geography; he also superintends criticism, teaches reading, repetition, and composition. Mr. Thomas instructs in arithmetic, algebra, geometry, music, economy, and the like; he also instructs in the writing. Mr. Thomas resides within the walls of the college and therefore has to deal with the conduct of the students.

The college was remarkably clean; by this I do not only mean that the walls and other parts which fall under the management of the committee, but the floors, grates, and such matters, which naturally belong to the matron's department, were extremely neat and well cared for, a proof that Miss Roberts discharges her duties with thoughtful attention.

Terms of admission of the students. "Candidates for admission must be eighteen years of age (unless pupil-teachers who have completed their apprenticeship), must furnish a satisfactory medical certificate of health, produce testimonials of good character, and show aptitude for teaching."

"No admission fee will now be asked of those that will satisfy the

authorities in certain requirements, and no charge will be made for education and board."

The following declaration must be signed :—

I, hereby declare that if admitted to the Bangor Normal College, I shall be prepared to remain there for two years ; and that it is my desire and full intention to follow the profession of a teacher in an elementary school under government inspection.

The following tables give some particulars respecting the students whom I found at the time of inspection.

A. contains a list of second year students.

B. contains a list of first year students.

A.—Second Year Students.

Name.	Class at first year's Examination.	Class at admission.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both languages from childhood.
1. Davies, John	3	1	No	Aberffrwd, Cardigan	Calv. Methodist	Welsh.
2. Davies, Richard	3	2	„	Tynygongi, Anglesea	Do.	Do.
3. Evans, D. B.	2	2	„	Trecastle	Do.	Do.
4. Griffiths, William	3	2	„	Festiniog	Do.	Do.
5. Jones, John	1	2	„	Penllwyn, Cardigan	Do.	Do.
6. Owen, Joseph	1	1	Yes	Bala	Do.	Do.
7. Owens, Thomas	1	1	„	Aberystwith	Do.	Do.
8. Prosser, Lewis	2	2	No	Crickhowell	Congregationalist	English.
9. Rees, Thomas	2	2	„	New Castle Emlyn	Do.	Welsh.
10. Scourfield, William	3	2	„	Henllan, Carmarthen	Do.	Do.
11. Williams, John	2	2	„	Pentyrch, Glamorgan	Do.	Do.
12. Williams, William	2	1	„	Gatehouse, Bangor	Calv. Methodist	Do.

B.—First Year Students.

Name.	Class at admission Examination.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from childhood.
1. Adams, Richard	1	Yes	Talybont	Congregationalist	Welsh.
2. Brierley, Henry	2	„	Styal	Unitarian	English.
3. Davies, Evan	2	No	Llandyssul	Congregationalist	Welsh.
4. Davies, Lewis	2	„	Llanrhystyd	Calv. Methodist	Do.
5. Davies, Rhys	2	„	Lampeter	Do.	Do.
6. Davies, William	1	„	Trecastle	Do.	Do.
7. Edwards, James H.	2	„	Cwmystwith	Do.	Do.
8. Edwards, Owen	2	„	Dinorwic	Baptist	Do.
9. Ellis, Hugh	2	Yes	Beaumaris	Church of England	Do.
10. Evans, Daniel	2	No	Ffaldybrenin	Congregationalist	Do.
11. Evans, David	2	„	Penyparke	Calv. Methodist	Do.
12. Evans, Henry T.	2	„	Rhyd Lewis	Congregationalist	Do.
13. Holt, Robert	2	„	Middleton	New Jerusalem Church	English.
14. Hughes, Charles J.	1	„	Cefn Coed	Congregationalist	Welsh.
15. Hughes, Hugh	2	Yes	Beaumaris	Calv. Methodist	Do.
16. Jones, David	2	No	Gogiman	Do.	Do.
17. Jones, Griffith E.	1	„	Llanllechid	Do.	Do.
18. Jones, John H.	2	„	Talysarn	Do.	Do.
19. Jones, Thomas S.	2	Yes	Ffynnonddrain	Congregationalist	Both.
20. Kemp, Arthur E.	1	„	Talybont	Do.	English.
21. Lewis, Richard	1	„	Brynamman	Do.	Welsh.
22. Morgan, William	2	No	Taibach	Calv. Methodist	Do.
23. Picton, William	2	„	Conwyl	Congregationalist	Do.
24. Pritchard, David	2	„	Gaerwen	Calv. Methodist	Do.
25. Rees, Daniel	2	„	Llwyndafydd	Congregationalist	Do.
26. Roberts, John E.	2	„	Maentwrog	Calv. Methodist	Do.
27. Roberts, Owen O.	2	Yes	Talysarnau	Do.	Do.
28. Thomas, Rees	2	No	Llanwrda	Baptist	Do.

Out of the twelve second year's students only two have been pupil-teachers, *i.e.*, 16·6 per cent.; out of the 28 first year's students seven have been pupil-teachers, *i.e.*, 25 per cent.

Out of all the students 22·5 per cent. have been pupil-teachers.

In 1860 out of 20 first year's students in residence 17 had been pupil-teachers, *i.e.*, 85 per cent.

In 1863 when students might either remain for a second year's course of training or leave at the end of the first year, of those who stayed to complete the second year five out of eight had been pupil-teachers, *i.e.*, 62·5 per cent.

In 1865, *i.e.*, the first time when all students of the first year were required to remain for a second year's course, of 12 such students 10 had been pupil-teachers, *i.e.*, 83·33 per cent.

Practising school.

The practising school is at Garth, some little distance from the college. As Her Majesty's Inspector, Mr. Fearon, paid special attention to this department, and also reported most fully respecting it, I have little to remark.

The school is under the care of Mr. Thomas Marchant Williams, certificated master, assisted by a second certificated master. A book is kept by him in which certain marks are made as to the ability, conduct, and other particulars respecting the students; this book was laid before me at the time of hearing the lessons and was very valuable as a reference. In 1870 the school was inspected by Mr. White in place of Mr. Fearon. The following is the report as to the condition of the school considered as an elementary school for children of the working-class; I also beg leave to refer to the report drawn up by Mr. Williams upon Garth School as a practising school for students:—

Her Majesty's Inspector's Annual Report.

"This school is in very good order and has passed a very good examination. The three lower Standards passed excellently; the upper Standards were not quite so successful, although they too did very creditable work. In the extra subject, geography, the answering was very remarkable, smart, accurate and intelligent; on the whole the condition of the school and the way in which the suggestions of Her Majesty's Inspector, Mr. Fearon, have been all carried out in it, do a great deal of honour to the teacher and the managing committee.

"The manner of keeping the log book in this department of the school deserves special praise."

Note.—Mr. Fearon's suggestions referred to in the above report were,—

I. That the schoolroom should be thoroughly cleaned and repaired.

II. That the school should be better furnished with suitable apparatus.

III. That a certificated assistant master should be appointed.

The Teaching of the Students at the Practising School.

The arrangements adopted this year for the training of the students at the practising school have been similar in every respect to those described in my report of last year. Generally speaking the students attend school four at a time, two from the first year class and two from the second year; the senior students, like the junior, spend a whole fortnight at school in the early part of the year, but later on when their second turn comes they remain only for a week. During their first visit they are invariably placed each of them in charge of a junior class; at the end of a week this class is examined, and the result is entered in the Log Book for future reference. At the end of the second week again the class is carefully examined, and the result as before is recorded in the Log Book. The following week these results are handed over to the student next taking the class, who is enabled by them to ascertain at a glance the abilities of his class, and who can also see at once the nature, as well as the amount of work that will be expected from him; the second time the senior student visits the school he is placed over one of the higher classes, which is, like the others, examined the last day he remains with it. These results of our weekly examinations are carefully considered when the "Reports on the Teaching of the Students," which are placed in the hands of Her Majesty's Inspector at the time of

his visit in October or November as the case may be, are drawn up, and these reports are meant to assist him in forming an opinion as to the professional worth of each student.

The head master of the practising school as master of method attends the training college once a week to deliver lectures to the second year students on matters of school management. These are expressly designed to be in supplement and explanation of the teaching at the practising school, and will of necessity be more special and practical than those delivered by Mr. Price the Vice-Principal of the college.

THOS. MARCHANT WILLIAMS.

The inspection of the college.

Among other duties that fell to my lot at the inspection of the College was the hearing the repetition and reading, and also marking for lessons given in my presence.

It is to be borne in mind that many of the students in the training colleges in England have been pupil-teachers, and all can or at least ought to be able to read English fluently, and to repeat with some degree of intelligence. At Bangor very few of the students, as before stated, have been pupil-teachers, and to not a few English is almost a foreign language; the Vice-Principal has therefore to teach English as well as English reading, and to make the students not only repeat, but also comprehend the meaning of the repetition, so that in an English training school the lecturer has, as it were, to polish the surface of the stone, at Bangor the teacher has to hew the stone out of the quarry and then polish it; and each has to do work so different in the same amount of time. The marks for repetition and reading will prove that the work at Bangor has been steadily and honestly done. I was much struck with the care on the part of the students when they read, and also with their endeavours to give force when they repeated, and I am fully convinced that much labour must have been gone through by Mr. Price in teaching, and there must have been much industry on the part of the students to learn to read and to repeat.

Lessons.

As the majority of students have to take charge of schools in Wales which contain young children as well as those of greater age, I was glad to find that the subjects of lessons contained among others such as would suit mere infants, for instance, rice, the whale, glass, coal, &c. Attention also has clearly been directed to the requirement of the New Code as notes of a lesson on compound subtraction and compound multiplication were among those selected; preparation too seems to have been made for taking special subjects, since we find notes of lessons on the Ganges, Ceylon, the colonies, islands and lakes, which naturally would imply teaching geography. Grammar too has been thought of (a most important subject in Welsh schools). I had notes of a lesson on adverbs, transitive verbs, the adjective, and a simple sentence. There was also no lack of lessons for a good first class on general subjects.

The lessons in general were given with care and intelligence, and the students examined the children, so that they did not attempt too much to show off their own intelligence, but tried to find out what impression had been made upon the class, a point in teaching too often sadly neglected.

Lectures connected with the Science and Art Department are given by the tutor in mathematics and animal physiology. In the examination held May 1870 in mathematics 70 per cent. passed, and 27·5 obtained a first class; in physiology 77·8 passed, and 36 per cent. obtained a first class. These results were highly satisfactory considering that both subjects were quite new to the first year's students, who formed 70 per cent. of the candidates.

Health of students.

The health of the students has, it appears from medical report, been on the whole good.

From Oct. 1869 to Oct. 1870 the health of the students of the Bangor Normal College has been good.

With the exception of two cases of phthisis the cases under treatment were of slight importance, being the result of common colds, and a few cases of dispepsia.

LEWIS JONES,
M.R.C.P. and L.R.C.S.

May 1871,
Bangor Normal College.

The conduct of the students is stated to have been highly satisfactory and that they had cheerfully complied with the rules of the institution; the officers therefore have had no difficulty in maintaining discipline. Conduct of the students.

When the students are admitted the authorities of the college rightly consider that the training consists of instruction in the art of teaching as well as in the several branches of knowledge in which the students are examined; as regards the latter, the time-tables fully show the methods in use and subjects taught.

In order to enforce the former a book drawn up at the suggestion of Her Majesty's Inspector, Mr. Fearon, is kept by the master of the practising school, the headings of which book are as follows:—

Name of students, punctuality, skill in teaching, principal faults, principal merits, remarks.

I would suggest that on the entrance of each student he should teach a class, and give a lesson in the presence of one or more of the officers of the college, and that the result of such teaching be duly tabulated. I would also ask the Principal to confer with the staff of the training school and consider whether it be not desirable that each student should once a quarter teach before the authorities, and that the Vice-Principal be instructed to mark each and all of the students not only for their power of lesson-giving, but also as regards their capacity of organisation and handling of a class.

The table printed at page 350 gives the result of the examination held at Christmas 1870.

I have the honour to be, &c.
WILLIAM SCOLTOCK.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC TRAINING SCHOOLS *at* HAMMERSMITH *for* SCHOOLMASTERS, *and at* LIVERPOOL *for* SCHOOLMISTRESSES.

MY LORDS,

AT the end of August and in the beginning of September 1870 I inspected the Roman Catholic normal schools in pursuance of the instructions annually issued to me. In the inspection of the Hammersmith training school for schoolmasters, I was generally assisted by my colleague, Mr. Renouf, who in particular heard and marked the reading and repetition of the first-year men. The inspection of the Liverpool training school for schoolmistresses was conducted entirely by myself.

HAMMERSMITH TRAINING SCHOOL.

Hammersmith. Staff. The resident officers constantly employed in the Hammersmith college remain unchanged, but the Rev. J. Canty, Vice-principal, now takes charge of the religious instruction, while the Rev. J. Graham, Principal, gives lessons in Latin to students of both years. A change in the teacher of music has taken place within the last year, and Mr. Proudman, the new and energetic master, has introduced the tonic sol-fa method.

Number of students. The number of students in residence at the date of my visit was 50, of whom 16 were in their second year of residence, and 34 in their first year. The greater number (35) of them had served an apprenticeship in schools as pupil-teachers, but 15 had not been pupil-teachers. A student, who would otherwise have been pursuing his second year's course, died of rapid decline while at home for the Christmas holidays, 1869.

Health. The medical officer, Mr. Hunt, certifies that the health of the students during the past year has been very satisfactory.

Reading. We were well pleased with the exercises in reading and recitation, which afforded evidence of very careful preparation on the part of the officers.

Teaching. Each of the students in the second year gave three lessons before us. Two of these lessons were required to be in the elementary subjects of primary instruction, but in the choice of a third or special lesson greater scope was allowed. The results were generally gratifying, and the marks awarded high. I do not know that it is practicable to introduce improvement in this test of a young teacher's promise; but if the students could be sent in detachments under one of the lecturers to pass a day or half a day in a certain number of large schools, I think they would profit from the experience acquired. Whether the schools visited were efficient or not, I consider almost matter of indifference for the purpose in view. Good schools would raise or confirm the young student's standard; bad schools would show him how completely relaxation of discipline or neglect of method may defeat the aim of well-meaning masters.

Lecturers. The three lecturers delivered model lessons in our presence. Mr. Livesey upon "Authority in School," Mr. Flannery upon "Teaching Elementary Grammar," and Mr. Enright upon "Annuities." All appeared to us satisfactory, but the first was perhaps the best arranged and most thoughtful. Mr. Proudman put the students through some musical exercises and part songs, showing how much the tonic sol-fa method can accomplish under an able teacher even for the least gifted voice and ear. The singing of some of the students was good, in one instance remarkably so. The drill sergeant marched the men about

the garden, and thus proved that his useful department receives due attention.

The premises are maintained in good repair externally and internally. In the new building, erected upon a Gothic design, the arrangements of the interior require much labour to be spent upon keeping the premises clean. Upon another plan some of this daily labour might probably have been saved, but the cleanliness of the premises, as they are, deserves to be mentioned with approbation. The old and new buildings together afford accommodation for 70 students, and as only 50 were in residence during 1870, room is left for that extension which the increasing demand for trained teachers will render desirable in 1871. Premises and accommodation.

The management of the Hammersmith normal school resides in the Catholic Poor School Committee, which is a body composed of clergymen and laymen chosen from all parts of Great Britain. At the beginning of September it was found impossible to gather a meeting of these gentlemen, and hence I had no opportunity of conferring with the committee of management. As this inconvenience is likely to recur annually unless the time of my visit of inspection is changed, I may advert to the reasons which originally led me to fix upon the month of September. The Inspector's visit to a training college has two objects. Besides inspecting the institution and conferring with the officers and managers he has to conduct a portion of the students' annual examination. He has to test the reading of students in either year, and the teaching power of students in their second year, and the marks which he awards for those exercises have considerable influence upon the students' places in the subsequent class list, and may affect the amount of Government grant payable to the college. Under these circumstances it appeared to me due to Hammersmith to fix for the inspection the time of year when the students are likely to acquit themselves the best, and I need scarcely say that other periodical engagements make it needful that the month fixed should remain the same from year to year. To test the reading and recitation of students at a time when they had spent but four or five months seemed hard upon the institution, in other words, consideration for the first year men forbids me to visit before the Midsummer holidays. On the other hand, to choose for the inspection a late month in Autumn would press unduly upon the second-year men, who would in that case be kept in the practising school at the work of giving lessons to classes precisely at the period when they desire to devote themselves without distraction to preparation for the December examination. It was these considerations which made me fix September for the Hammersmith inspection, and the Principal concurs in thinking that month the most suitable for the purpose. On the other hand September is no doubt an inconvenient month for meeting in London; and if after review of the interests involved the managers should determine that upon the whole another month will be preferable for the inspection, I will bear their wishes in mind and endeavour at the proper moment to make the change. But they must remember that should any detriment to the training school be subsequently alleged the responsibility will not rest with the Inspector. Managing committee.

Drawing, in connexion with the Science and Art Department, has for many years been cultivated at Hammersmith with considerable success. This year the success has been more general than before. Eight of the students obtained the drawing certificate (D), 12 obtained prizes as indicated by the double star (**), and 22 more passed with credit in one or more subjects and obtained the single star (*). Science and art.

Besides drawing science is now taught here. During 1870 science classes were instituted in (1) pure mathematics, (2) animal physiology,

and (3) acoustics, light and heat. The examination of these classes shows considerable results, and encourages the hope that masters thus trained will be instrumental in multiplying similar classes elsewhere.

	First Class.	Second Class.
PURE MATHEMATICS:		
Stage 2	1	18
Stage 1	—	3
ANIMAL PHYSIOLOGY:		
Elementary stage	2	14
ACOUSTICS, LIGHT AND HEAT:		
Advanced stage	3	10
Elementary stage	3	12

Christmas examination 1870.

The results of the ordinary examination held in December 1870 show that the second-year students obtained *very good* marks for arithmetic, school management, reading and repetition, spelling, economy, and teaching; *good* marks for composition and penmanship; *moderate* marks for history and Euclid; and they were found *imperfect* in mental arithmetic, grammar, and economy, since in those subjects none got even fair marks.

The students of the first year obtained *very good* marks for arithmetic, reading, spelling, and penmanship; *good* marks for school management and Euclid; *fair* marks for geography, history, and composition; *moderate* marks for music, and they were judged to be *imperfect* in mental arithmetic, grammar, and economy.

Practising school.

To this report I append the account given by the master of method respecting the plans adopted for affording the second-year students practice in the art of teaching.

LIVERPOOL TRAINING SCHOOL.

Liverpool. Staff.

The Liverpool training school for Roman Catholic schoolmistresses is conducted by the same efficient staff and in the same successful manner as in former years. Any measure calculated to weaken or divide the teaching force here would inflict a serious blow upon the institution.

Students.

During the first half of 1870 the Liverpool training school was completely filled by students. It cannot properly accommodate a single student in excess of the number (73) then in residence. But one student failed to return after the Summer vacation, reducing the number for examination to 72. Of this number 34 were in their second year, and 38 in the first; and 65 of them had previously completed their course as pupil-teachers, while seven had either not begun or not finished an apprenticeship.

Health.

Mr. Bickerton, the medical officer, gave me a most satisfactory report of the students' health, and their general appearance fully confirms his statements. At the same time I occasionally observe among the candidates for admission a pupil-teacher who seems physically unfit for training. Constant vigilance should, as I think, be exercised to protect the class of pupil-teachers from sickly or feeble subjects who are unlikely to turn into vigorous enduring schoolmistresses. The laborious occupation of teaching in confined schoolrooms is wholly unsuitable for diseased persons, who should not be allowed to adopt a calling in which they are unfit to persevere.

Reading and teaching.

The exercises in reading and recitation and the model lessons were generally satisfactory, and attained a high average of merit. As usual,

the repetition, carefully studied under accomplished governesses, was superior to the reading, which cannot be prepared beforehand with equally minute care. Several lessons were given by each of the second-year students, ranging from infants on a gallery to the highest standard and the extra subjects of the Code. The experience and practice acquired in several of the large Liverpool schools are here of the utmost value. The model lessons showed, as far as is possible for a test necessarily artificial to show it, that the students had been thoroughly well prepared to become teachers of elementary schools. At the close of the official inspection some of the students entertained us with music and recitations. When I say that the "Holy Grail" was represented with intelligence and grace, I believe I shall have shown that the instruction here is not limited to any dry and narrow syllabus.

Managing committee.

The members of the managing committee present were Lord Howard of Glossop (chairman), Mr. Weld Blundell, Rev. Mr. Cookson, Rev. Mr. Chapman, Mr. Sharples (auditor), and Mr. Allies (secretary).

Science and art.

In the drawing examination of November 1870 three of the students obtained the drawing certificate (D), five received prizes, and 19 passed in one or more of the branches.

The physical geography class instituted in 1869 was continued during 1870, and at the examination held under the Science and Art Department in May of last year, one of the students obtained a first-class certificate in the advanced stage, and eight obtained second class; while in the elementary stage four passed in the first class and 20 in the second class.

Christmas examination 1870.

The Liverpool students examined on the second year's course in December 1870 received *very good* marks for their arithmetic, composition, geography, reading, domestic economy, teaching, and needlework; *good* marks for their history, school management, and penmanship; *fair* marks for mental arithmetic and spelling; and they were found *imperfect* in the theory of music. The students examined on the first year's course got *very good* marks for arithmetic, grammar, composition, school management, reading, spelling, domestic economy, and needlework; *good* marks for geography and penmanship; *fair* marks for history; *moderate* marks for mental arithmetic; and, like the year above them, they were judged *imperfect* in the theory of music.

Supply of Trained Teachers.

It is agreed by common consent of experienced persons that the training of teachers is essential to the success of popular education. As a class trained teachers alone have proved themselves qualified to handle masses of children with method and skill, to rear pupil-teachers, to keep school records accurately day by day, and to make in a trustworthy manner the annual returns required by the department. They are the skilled artisans of the teacher's trade, while other teachers are but as amateurs.

Necessity of training.

The distinction between *trained* teachers and *certificated* teachers is material. The possession of a certificate is no adequate proof that the untrained person is really competent to conduct a school. The observation of an Inspector and the answering at an examination go to show that the untrained person is not positively disqualified by unskilfulness or ignorance, but they go little further. They communicate none of the skill and knowledge which the trained teacher has acquired in a long and laborious course of practice and study. The trained teacher has, as a child, been selected from the most promising pupils of a large school, has then served a long apprenticeship, learning and teaching under the eye of a qualified master and annually tested by the Inspector, has

subsequently passed into a training college and devoted two years more, under able professors, to study the theory and practice of teaching. When to these advantages there has been added some actual experience as head master of a successful school, I do not see how it can be questioned that the trained teacher is superior in qualifications to the untrained one, certificated or uncertificated. Among Roman Catholics who have taken the trouble to form an opinion upon the point, no such doubt, as I believe, is entertained. All acknowledge the superiority of trained teachers, and desire to secure their services.

Demand for trained teachers.

The passing of the Elementary Education Act has been followed by a large increase in the number of inspected schools. Without discussing the provisions of that Act or the views of Roman Catholics respecting them, I think I may say that there is generally entertained a sentiment of acquiescence, and even of pleasure, that the legislature has provided that no obstacle, whether of apathy or destitution, shall longer interpose between neglected children and that education which is calculated to improve their prospects in this world and, as it is hoped, in the next also. There is further entertained a general desire to raise the Roman Catholic schools everywhere to such a state of efficiency that parents who prefer to send their children to them, may be able to do so without sacrifice of temporal advantage. Hence has sprung up a sudden demand for increased supplies of trained teachers.

The Roman Catholics resident in Great Britain are estimated at about 1,800,000, of whom some 300,000 should be found in primary schools. A certain number of these will no doubt be found in Protestant schools, but no deduction needs to be made on their account, since at least an equal number of Protestant children attend Roman Catholic schools. The mixture is much larger than has been represented; but it is unnecessary to pursue the subject. At the rate of one trained teacher to 100 scholars, 300,000 school children will employ 3,000 teachers. As the teachers of infants' schools are all but universally females, and as the larger number of mixed schools of boys and girls are likewise taught by schoolmistresses, the number of trained mistresses required will stand to the number of masters in about the rate of two to one, in other words of 3,000 teachers, 2,000 will be women, and 1,000 men. To maintain a teaching staff of this size there will be needed, even if we assume the average teacher to serve for the very long period of 20 years, an annual accession of 100 mistresses and 50 masters.

Adequate supply of masters,

Towards an annual demand for 50 masters and 100 mistresses, the training schools at Hammersmith and Liverpool, when (as is now the case) quite full may supply 35 masters and 36 mistresses.

I am disposed to think that for some years to come an annual accession of 35 trained masters will meet the effective demand. Up to the present time it has not been possible to find schools for more than one half of that number. Schoolmistresses have for many reasons been preferred for mixed schools. Rochdale affords an instance of the extent to which this preference is sometimes carried even in large towns. Here in a dense manufacturing population there are two Roman Catholic schools with an attendance of 500 children by day, including a considerable number of half-time workers, and attracting large additional numbers at night, yet all the departments day and night, into which these two schools are divided, have been taught exclusively by young women. Again the Liverpool Mount Vernon St. Thomas Roman Catholic School has attached to it a boys' school, which, like the girls' and infants' departments is conducted by sisters of mercy, assisted by girl pupil-teachers. These are rather exceptions than examples, which time and experience may probably remove. Meanwhile they manifest the tendency to

employ female teachers for work which masters might fairly regard as within their own sphere.

But while I am of opinion that the 35 fresh trained masters whom Hammersmith may yearly produce will suffice to meet the requirements of school managers, I cannot hesitate to say that an annual supply of 36 schoolmistresses will be totally inadequate for the purpose, and I will conclude this report by stating frankly the views which I am led to form respecting the best means to increase the supply of trained mistresses.

but not of mistresses.

Schools of three kinds are commonly conducted by female teachers, viz.: girls' schools, mixed schools of boys and girls, and infants' schools. The ordinary work of a female training school is to prepare mistresses to conduct girls' schools. The same preparation fits teachers generally for the charge of mixed schools; and the approved modes of meeting their peculiar difficulties (*e.g.* employment of boys while girls sew, management of yards and playgrounds, &c. &c.) may be taught in lectures and illustrated in the practising school. Thus the Liverpool normal school may be accepted as training teachers satisfactorily for mixed schools as well as for girls' schools. But the case of the third kind of schools is different. "The instruction of infants' schools requires, "above all others, special methods and qualifications," but the Roman Catholics have never inaugurated measures for the training of infant schoolmistresses. They have indeed established many infants' schools—more in proportion to the whole number of their schools than have been established by other religious bodies—and the consequence is seen in the statistics of the department. In the report for 1869–70 your Lordships remark:—"The class of schools (Roman Catholic) which "makes the most special provision for the separate instruction of infants, "and numbers the largest proportion of infants on its registers, is at "the same time found to present the smallest proportion of scholars "above 10 years of age in the lowest Standards. No figures would "demonstrate more conclusively the necessity of making a careful "organization of infants' schools the basis of an efficient system of "national education."

Way to increase supply of trained mistresses.

Yet gratifying as has been the success of schools for children of tender years, more would have assuredly been achieved in such as have been established, and more schools of the same class would have been established, if mistresses had been specially trained for the work of infant teaching. Fourteen years ago I urged the addition of an infants' mistress department to the Liverpool training school, and, though the suggestion has not yet been adopted, I am still of opinion that such a department is required, and now that the supply of trained mistresses must be increased, I think that it would afford the readiest and most useful means of, partially at least, meeting the public demand. What I would recommend is that additional accommodation be provided in the Liverpool normal school for the reception of from 15 to 20 extra students who, under Art. 99 (*b*), would receive for one year a complete and special course of training for the service of infants' schools. The present practising school does not afford due scope for the practical training of a class of infants' mistresses, and it would probably be found necessary to organise a new practising infants' school. But those additions would not be very costly, and would involve little or no risk. The staff of governesses might readily be increased. The same principal and vice-principal, the same chaplain and chapel, the same recreation ground, would suffice for an increased number of students. In this way the annual supply of trained schoolmistresses might in 1872 be raised from

36 or 37 to 55, and the demand for infants' mistresses specially trained would be met.

It is possible that, even with the addition which I recommend of a special class of infants' teachers, the demand for trained mistresses may still outrun the supply, and it may be well to consider here what steps should be taken in that case. When the existing training school, fully utilised, has been proved incapable of meeting the demand for trained mistresses, a second training school must be established. It is understood that recent efforts, occasioned by what is called "the education crisis," have so drained the resources of Roman Catholic benevolence, that no voluntary contributions towards a second training school can be collected, and the *Catholic Poor School Committee* expect a second training school to be erected, like the first, at the cost of some religious community of nuns. The advantages of the plan are not without drawbacks. As mentioned in my report upon the training schools for 1860, school-buildings thus erected remain private property, and the proprietors of course retain the power of diverting them to other uses at pleasure. Again, if the Roman Catholics collectively subscribed the funds for a new training school, their representative body would be in a position to select for the new institution the most advantageous site, whereas, if they accept the buildings as a loan, from a community of nuns, they can scarcely do otherwise than gratefully take whatever premises are offered, wherever they may be situated. How, for example, will it be possible to press nuns at their own expense to build a training school in London when premises on the same plan may be more cheaply erected and more readily filled with students at Glasgow or Newcastle? The general interest of the Catholic body may require the new institution to be founded in a healthy and populous quarter of London, but in that case Roman Catholics should show their sense of the interests at stake by combining to build the new training school in the position which they regard as most suitable for their purposes.

In settling the scheme for a second training school two considerations seem entitled to weight. (1.) The site should combine the advantages of salubrious position, materials for a practising school, vicinity to large ordinary schools, and accessibility from all quarters. (2.) The scheme for a second training school should be so arranged as to influence new groups of schools and to leave the work of the existing training school to proceed unchecked. A few remarks upon the second point may not be out of place; assuming that a teaching community will conduct the second training school, the persons with whom the new institution originates would have to determine whether the same community which has managed the Liverpool training school should be invited to manage the new training school also, or another teaching community should be asked for their services. The experience gained by the Liverpool community and their success in training both pupil-teachers and Queen's scholars entitle them to the preference, and, if they could undertake the conduct of the second training school without dividing the Liverpool staff, and diverting from the Liverpool training school many of the students who would otherwise be attracted to it, I think no better plan could be devised than to reproduce the Liverpool training school in a new institution to be conducted in precisely the same manner. But the danger of injuring the first training school in opening the second ought by all means to be avoided. That consideration should, I think, be paramount, and in my opinion it will be safer to call in another community than to risk the prosperity of Liverpool.

No community can safely be entrusted with the work of conducting a training school which is not (1) devoted to education exclusively;

(2) powerful in numbers, resources, and educational reputation; (3) experienced in teaching aided schools and in training pupil-teachers; (4) sustained by many friends and the general good will of the public. Those with whom the selection rests will be in possession of information from many quarters, but for my own part I know no community in which the necessary qualifications are combined so completely as in the Faithful companions of Jesus.

I have the honour to be, &c.
SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

REPORT OF MASTER OF METHOD, HAMMERSMITH.

With regard to the system of training pursued during the second year's course of instruction in the practice and principles of teaching, there has been no material alteration since last year.

The object of such training is to familiarize the students with the thorough working of the practising school in each of the prescribed subjects, and throughout all the Standards, so as to prepare them to fulfil efficiently the duties of teachers in poor schools.

I. The students of the second year number 16; these are arranged in two divisions, to provide a teacher for each of the Standards, and a superintendent to act as head master, and direct all the general movements in the school.

II. On Tuesdays, morning and afternoon, and on Thursday mornings, the students enter the practising school, each division remains half a day in school, so that each student is engaged in practical school work three times a fortnight.

III. Each student passes through all the standards in due order. Suppose any student to be superintendent to-day, the next time he enters the practising school, he takes charge of Standard I., the next day of Standard II., and so proceeds from Standard to Standard until he resumes the office of superintendent.

By this arrangement each student passes through the Standards, and acts once as superintendent during the course of a month.

IV. One student in each division has been entrusted with the office of superintendent in order that he may assist in preserving the general discipline, and at the same time acquire the power of directing and governing the movements not only of individual classes, but of the entire school, and so be prepared at the end of his training, to enter at once without embarrassment upon the duties of a head teacher.

His particular duties are:—

(*a.*) To march the children in and out of school.
(*b.*) To give signal for commencement and change of lessons.
(*c.*) To direct the movements of children at change of lessons.
(*d.*) To see that each class is supplied with every requisite,—maps, chalk, &c.
(*e.*) To attend to the general discipline of the school.

V. Before giving any lesson requiring special explanation, as reading, theory of arithmetic, grammar, geography, history, each student is required to provide full notes of such lesson, which he submits to the inspection of the Master of Method.

VI. All the lessons are given under the supervision of the Master of Method, who notes defects in discipline and instruction, and makes them the subject of future criticism lessons.

VII. In the beginning of the year lessons to the various Standards and in the different subjects are given before the students by the Master of Method; these are intended as specimens of the most approved methods of teaching.

VIII. Each student is provided with a class register of attendance, in which he regularly makes entries. A register of admission, summary, &c., is also kept into which each student is required periodically to enter the different items necessary for the Government returns.

THOS. LIVESEY, Master of Method.
T. GRAHAM, Principal.

Report, *for the Year* 1870, *by Her Majesty's Inspector*, John Gordon, Esq., *on the* Church of Scotland Training School, Edinburgh.

My Lords, March 1871.

No change has recently taken place in the arrangements of this seminary to call for any special notice at this time. The programme of studies, the Time table, the limit to the number of admitted students, the individual teachers to whom their instruction has been confided, all remain pretty much the same as reported last year. On the details of these particulars a few remarks may yet be offered.

Appointments of trained students, and admission of candidates for last session.

I. The students who, after two years' attendance, left seminary in December 1869, were 28 males and 24 females. Of these all passed for certificate; and the disposal in the course of the following year of those so qualified is obtained as follows from the record kept at the seminary:—

Appointed to parish schools	-	1
„ assistants in burgh or parish schools	-	10
„ subscription schools (works schools included)	-	3
„ assembly schools	-	5
„ female industrial schools	-	18
„ departments of mixed schools	-	5
„ assistants in four last-mentioned schools	-	7
„ Christian Knowledge Society schools	-	2
		51

The greater number of the male students received their appointments very early in the ensuing year, the females for the most part at a latter period. At the same time, the applications to the seminary in the course of the last year for trained and certificated teachers were more numerous than could be supplied, and in consequence the females admitted for the first year to the seminary in January 1870 were more numerous than they had previously been.

Female teachers.

The candidates admitted in December 1869 for the first year of study were 34 males and 30 females,—the admission of females nearly as numerous as that of the other sex, and this although the number of male teachers in the actual service of elementary education throughout the district is greater than that of females, somewhat in the proportion of four to one. But that large amount of the female admissions, it will be readily understood, arises from the marked tendency to the increase of female service in school work of late years, and especially since the introduction of individual examination on occasion of the school inspections. In mixed schools, the care and teaching of the younger children are obviously well assigned to the female teachers; and their efficiency in that charge sometimes raises not a little the general estimate of the performance of the whole school. But the sphere of their duty is not always so limited, for when the school is exclusively for girls, a female teacher with her assistants has the sole management of it,—instructing in all the usual elementary subjects, and often with a devotion and aptitude to the task of female tuition deserving of the greatest commendation. Thus it is, that the female teacher is more and more sought for to the common schools, and that female students are now so numerous in the normal seminary. If the female teaching of female pupils has this peculiar merit, may it not be supposed that there is room, at the same time, for some more special adaptation of the subjects of instruction to the female mind. Both sexes are instructed in the

same subjects at the seminary; only, the latter are exempted from the generally alien studies of Euclid and algebra, and occupied in return with the more homely matters of Domestic economy, sewing, and cutting out. Yet the difference can hardly go much further, unless it were to provide a set of reading-books, as in the Irish national schools, expressly designed "for the use of female schools." Something of that sort has yet to appear in the manifold catalogue of our Scottish school-books.

Primary character of the seminary.

II. The normal seminaries having been established to prepare teachers for the common primary schools, they are themselves primary in their normal character, but distinguished of course, in various respects, from the common primary schools. It is certain that a teacher's own knowledge must ever be in advance of that which he is called on to impart; the common subjects are therefore far more fully and largely taught to intending teachers at the Normal, than they are in the common schools. The same estimate of the amount of instruction due to teachers beyond what may be, in kind, needed for their actual school work, has given occasion to some teaching in the seminary, of two branches not usually included in the primary programme,—Latin for the males, French for the females. For Latin there is, besides, the special reason that many of the students are appointed to parish schools where that subject is still expected and required to be taught when any demand for it arises—as it often does. The masters speak of what they do in their Latin and French classes as follows:—

Further instruction in Latin.

(1.) Of the first year's students, 30 in number, five or six have made good progress in translating from Cæsar, Ovid, and Virgil. "Eight or "10," says the teacher, Mr. Taylor, "know nothing or next to nothing "of the language. The rest have but an imperfect knowledge of the "subject, and find the work of the class very heavy for them."

The second year's students, 26 in number, read portions of Cæsar, Cornelius Nepos, Ovid, and the ninth book of the Æneid. Halford's extracts from Cicero are also read, but the Rector reports that "one-third of this "number do not continue to read that book. Grammatical exercises "also were given commonly in the early part of the session."

In both classes, the able masters find they have on hand an untoward task in dealing with this branch. The classification plainly includes far too different degrees of progress, and time does not permit the needed subdivisions. Those who profess some acquaintance with this subject on entering the seminary, bring evidence of the fault often noticed in the common schools,—that too little attention has been given to grammatical exercises, rudiments, revisals, and well regulated progress. Withal, it is certainly desirable to maintain this branch in the seminary for such of both years' students as are more or less fitted to take the benefit of it. The rest may be otherwise employed. It is plain, that any general and profitable study of this branch at the seminary must be preceded by more knowledge of it already gained elsewhere, as in the parish, burgh, or some of the common schools.

French.

(2.) The French lessons are given by a very competent master to all the females of the second year, and are continued during eight months, occupying two hours weekly during the session. In that time, the rudiments of the language, pronunciation, the rules of syntax with translations of illustrative sentences are accurately taught. The course of study is only of too short duration to admit of further progress, as in the idioms of the language, and in the reading of extracts from the best authors (Vinet, Christomatie, &c.). It may be matter for consideration, whether the commencement of this branch could not be arranged to take place with the first year's students, and be resumed at a certain stage of progress with those of the second year.

III. The appended statements by the Rector and the mathematical master of the work done in their respective departments show in what respects and how far their work goes in the elementary branches, beyond what is given in the best of the common primary schools.

Subjects of natural science.

"I employ one hour," says Mr. McKinlay, "in giving the students some knowledge "of the more important natural sciences treated of in reading books, especially of "electricity and magnetism. The apparatus in our museum enabled me to illustrate "the lectures by experiment, and the students were encouraged to come to the "museum after class hours to examine more minutely the apparatus employed, and "in my presence to experiment for themselves. In May last 41 of these students "tried the Science and Art examination on magnetism and electricity, when all but "one passed, four obtaining prizes. At the same time, ten of our students went in "for examination in mathematics, an examination requiring a more extensive "reading than the class as a whole could overtake, and eight passed, two obtaining "prizes. All the senior female class tried the examination in physical geography, "and all passed, five obtaining prizes."

Agricultural instruction suggested.

The programme of the seminary includes all or very nearly all of the subjects taught in the best primary normal schools abroad, a coincidence that may help to show its fitness for the class of teachers in training. There is wanting, it may be noticed, what appears in some foreign primary normal schools, instruction in the principles of agriculture. At one time this branch, as formerly mentioned (1868), found a place in the seminary for the benefit of Highland students privileged to attend the agricultural class at the University of Edinburgh, and attending after Normal school hours. It may yet be considered whether, with the same privilege again attainable, this branch might not be appropriately given to *all* the male students, considering the destination of the greater part of them to rural districts, and the large amount of the agricultural population of the country,—considering also how much there is of a liberal interest for all men, in the natural science of that subject.

Principles and practice of teaching.

IV. The one branch peculiar to all normal schools, instruction in the principles and practice of tuition, has been the subject of much care to the Rector, teachers, and managers. The methods are the same as formerly described,—the text book, Mr. Currie's "Common School Education." At the late inspection, each of the second year's students, male and female, gave lessons, one or more, to classes of the practising school; on which occasions, they offered very satisfying proofs of their ability to apply in practice what they had been taught in principles. It may be enough now to notice their intelligent and studied avoidance of the more frequent faults or shortcomings of method in school work; for the Normal is ever to be regarded as acting specially in the service of the common schools.

Examples of the students' practice in teaching.

They had prepared beforehand from their own thoughts and research, the lessons they were to give on this occasion, and had committed to writing full notes of the intended lessons,—both practices very proper to be observed by all teachers in the common schools, and familiar to the best.

When a Reading lesson gave the subject of this model lesson, the student showed how to fix attention upon the subject-matter of the lesson,—a quite different exercise from any on the bare act of reading, and, though often neglected, as full of good instruction as most other lessons in the common school. The seeds of knowledge so scattered cannot be unfruitful. In a well compiled reading lesson book "there "is an atmosphere, so to speak, of floating knowledge, where every mind "may imbibe somewhat congenial to its own original conceptions." This, though said of universities, may quite as fitly have the humbler application here assigned to it.

The student not satisfied, as one says with the *longum iter per precepta*, himself gives an example of good reading or of the best he can.

Spelling, so often at fault from mere haste in the common schools, he teaches to the "faithful" eye, with the care and patience it requires, by syllabic divisions on the black board,—tenacior visorum quam auditorum recordatio.

From an early part of the course numeration, notation, and the principles of arithmetic in the several rules are well explained, the latter scantily occurring in the common schools, though essentially necessary to a good knowledge of calculation, and serving well the still better purpose of general mental discipline.

Grammar is taught as usual by parsing, syntax, analysis of sentences, and verbal meanings, but with somewhat less than usual of drilling in the abstract rules, and with more than usual of paraphrasing and with "simple exercises in composition," a very appropriate compensation.

Nearly all the students, male and female, gave one of their lessons on religious knowledge. From the nature, great extent and variety of that subject, it is especially important that good methods of tuition should be brought to bear upon it. One of these exemplified by the student was the explanatory method as applied in various ways to ordinary reading lessons on different subjects. Another recognises the large amount of religious instruction that may be fitly conveyed to young minds in the concrete forms of Scripture biography, select parts of Scripture history, parables, &c.; the lesson in such instances being ever completed by a distinct exposition of its moral import.

No lesson is concluded on any subject without resuming what has been taught in the course of it,—the intention being, so far, to habituate to those revisals over greater extents of ground which are too often wanting, to their great disadvantage, in the common schools.

The common schools will no doubt offer to their teachers different conditions from those of the Normal for practice of the methods now mentioned and of others. But may it not be expected, that what the teachers have learned to do with self-approving efforts in the preparatory stage of their career, will not be forgotten in other circumstances or unpractised in modified and suitable degrees.

All of these methods are special and applied with the simple and direct intention of teaching well the subject-matter in hand. So far they might be practised perhaps unintelligently and by rote; but the principles on which they rest, form part of the Rector's instructions as before noticed; and in that way the student learns to know somewhat of the abstract value and the precise mental effect of the means by which his work is carried on.

The objects of teaching method.

The methods might, indeed, be determined otherwise than simply by their fitness to instruct in the *common* subjects of instruction; they might be chosen, as they have been elsewhere, with special reference to the particular powers and faculties proposed to be cultivated (understanding, imagination, memory, will), the reference being then mainly subjective, and the methods very many. For, in such cases, method in its largest sense includes the choice and special management of subjects proper to be taught with that reference, and is not confined to mere modes of tuition, as the collective, individual, mixed, mutual, oral, written, &c. But that mode of looking upon and managing the matter, important as it is, and entering not a little into the field of mental philosophy, does not seem to belong essentially to the programme of a primary Normal school,—such, at least, as that school must necessarily be, in present circumstances.

Visits of students to well-taught common schools suggested.

V. Practice in tuition is provided in the Practising school for the students of both sexes by the arrangements formerly described. Might not this be supplemented by occasional visits to some of the best taught common schools in the city, for the reasons formerly stated, and with the advantage that appears to attend that practice elsewhere. (Glasgow, C. S. Normal School, Rep. Committee of Council, 1869–70.)

Communications of inspectors specially to teachers.

VI. In yet another manner, perhaps, the training of the students in teaching might be somewhat furthered. The general reports of inspection supply, in their whole intention, what is requisite for your Lordships' information; but they speak of what interests and concerns also the public at large, the school-managers, and the schoolmasters. They are thus but partially occupied with what relates to the teachers' practice, his school-management, and the character of his tuition; nor does the short occasion of a school inspection, in general, allow so much to be then said as might be said of such matters. It would seem, then, that some separate communication of that sort by an inspector to the teachers of his district (optional to him it might be) would be not unprofitable and not unwelcome to them. Should that practice be approved, it need not be reported oftener than once in two years or three; and avoiding all vexed questions of educational policy, it might be strictly confined to the principles and practice of teaching, and school management.

VII. The results of the examination of students for certificate held in December last are as follows:—

—	Number presented.	Passed in			
		1st Class.	2nd Class.	3rd Class.	4th Class.
Males, 2nd year - - -	26	4	10	12	—
„ 1st „ - - -	34	7	16	10	—
Females, 2nd year - -	24	13	11	—	—
„ 1st „ - -	30	14	12	4	—

VIII. The auditor supplies the appended account of the income and expenditure for the last year, showing a balance at 31st December last in favour of the school fund of 657*l.* 1*s.* 9*d.**

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

LIST of MALE STUDENTS, 28, FEMALE STUDENTS, 24, who left Edinburgh Church of Scotland Normal school December 1869.

Male Students.

Adam, William -	- Assistant, Crofthead School.
Anderson, William F.	- Assistant, Normal School.
Barclay, Andrew J. G.	- Assistant, Wisham Public School.
Black, Thomas P. -	- Assistant, Lilliesleaf Parish School.
Carson, James -	- Edingight General Assembly Schoo..
Cockburn, Andrew M.	- Assistant, Falkirk Parish School.

* See Table No. 3, page 340, *suprà*.

Davidson, James	Assistant, Prinlaw's Works School.
Duncan, James	Ruthven, General Assembly School.
Farris, Alexander	Hillside School, Kilkerran.
Ferrier, Hugh B.	Assistant, Currie Parish School.
Forbes, William	Whalsay General Assembly School.
Harvey, William	Assistant, Dundyvan Works School.
Hodge, John	Assistant, Barrhead Undenominational School.
Lamont, Joseph	Assistant, Glencross Parish School.
Macdonald, William	Blebo-Craigs Subscription School.
Macfarlane, Hugh	Blantyre Works School.
Macniven, Adam B.	Assistant, Kilsyth Parish School.
MacVicar, Donald	Lieureray General Assembly School.
Monie, Peter	Assistant, Dunse Parish School.
Moore, John	Assistant, Kirkwall Grammar School.
Ritchie, William	Ballock Society School.
Sprunt, William	Assistant, Auchtergevan Parish School.
Sutherland, Angus	Society School, Aldturnaig, Aberfeld.
Taylor, Charles	Newmill Parish School.
Todd, James	Stennis General Assembly School.
Turnbull, Walter	Assistant, West Ferry School.
Wilkie, Alexander	Assistant, Selkirk Burgh School.
Wilson, Samuel	Assistant, Jedburgh Grammar School.

Female Students.

Anderson, Mary J.	Kinmuck Female School.
Cannon, Margaret	Meikleour Girls' School.
Cranner, Elizabeth	Assistant, Auchindoir Parish School.
Erskine, Margaret	Dysart Female Industrial School.
Ferguson, Georgina	Assistant, Colinton Parish School.
Fettes, Annabella	Lethnot Girls' School.
Gill, Jane	Protston Hill School.
Little, Mary H.	Kintussuck Girls' School, Moy.
Macaulay, Mary	Obbe Female School,
Macdonell, Rachel	Knockando Female School.
Malcolm, Janet	Kingscavil Sessional School.
Marshall, Agnes	Capenoch Infant School.
Milne, Catherine	Straiton Girls' School.
Moir, Marion	Huntly Female School.
Munro, Jessie	Gardenstone School.
Norrie, Anne M.	Assistant, Prinlaw's Works School.
Ogilvie, Margaret	Westmuir Girls' School.
Okimister, Marjory G.	Leith Hall Girls' School.
Reid, Jane	Assistant, Logierait Parish School.
Robertson, Euphemia	Assistant, Livingstone Parish School.
Rutherford, Mary A.	Paxton Female School.
Turras, Mary	Auchterless Girls' School.
Tough, Mary	Given up teaching.
Wildgoose, Eliza A.	Belleville Girls' School.

Parish Schools	1
Assistants in Parish or in Burgh or similar Schools	10
Subscription Schools*	3
Assembly Schools	5
Female Industrial Schools	18
Departments of Mixed Schools	5
Assistants in four last-mentioned Schools	7
Society Schools	2
Given up teaching	1
	52

* Including Works Schools.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, D. MIDDLETON, ESQ., LL.D., *on the* CHURCH OF SCOTLAND TRAINING SCHOOL, GLASGOW.

MY LORDS, Bothwell, March 1871.

THE preliminary visit to the training department of this normal school took up seven days.

Reading and recitation.

The recitation of poetry was remarkably good. The reading was this year far more in accordance with the recitation than it was last year. On comparing the marks given to candidates for admission with those given to students, the conclusion is unavoidable that reading is taught with great care, skill, and success.

Model lessons.

Last year it was my duty to note some careless English in the "*Model Lessons*" given by the students. On this point there is now no reasonable room left for adverse criticism. As to the nature and intrinsic worth of the "*Model Lessons*" I adhere to the opinion I expressed last year.

Lectures.

I heard the Principal and the three other officers of this department lecture before the students. The lectures seemed to me to be all characterised by ability, and they all seemed to command the ready and close attention of the students, which is a very great matter.

Health of students.

Regarding the premises and the health of the students the medical officer gives the following very satisfactory report:—

Established Church Training College, Dundas Vale, Glasgow,
16 November 1870.

The students attending the Established Church Training College this year, have been healthier than in any previous year since I was appointed medical officer. There has not been a case of serious illness nor a death amongst them, and no student has complained to me of the work being too much.

The situation of the schools and college is open, airy, and healthy, the rooms are spacious, well lighted, and ventilated, the play grounds and students' quadrangle are large, and all sanitary measures are promptly and carefully attended to.

None of the students reside in the buildings, the committee and rector pay every attention to, and look very carefully after, the comfort and health of the students. Last year they made arrangements to provide dinner in the buildings for such of the female students as wished it. This year a greater number have taken advantage of the privilege so accorded them, and a good dinner of soup and meat is provided, costing less than any single person could procure it for; this is, I believe, a novelty in such institutions, but it is one I cannot too highly commend.

J. R. DICKSON, M.D., Edin. Reg.,
Medical Officer.

Origin of Scotch normal schools.

Referring to Minutes 1854–5, p. 684 (Dr. Woodford's Report), I find an interesting account of the Church of Scotland Normal Schools, tracing them back to their origin. It is curious to mark that the germs of both appeared so far back as 1826.

Early model schools led to them.

In Edinburgh "the General Assembly's Education Committee began "to send the teachers who were appointed to their Highland schools, to "observe in operation the most approved methods of teaching, more "especially those used in the Edinburgh Sessional school, which was "at that time regarded as the best model school for elementary instruc-"tion in the country." In 1838 the Committee got transfer of the Sessional school premises, and in 1841 they applied to the Government for aid to erect the present premises on Johnstone terrace.

But Glasgow was not behind in this benevolent enterprise. "In "Glasgow a model infant school was established in 1826–7 for the "training of teachers, and to this was added in 1831, for the same pur-"pose, a juvenile model school, by an association which gave rise to the "'Glasgow Educational Society.'" In 1838 this society undertook the erection of the extensive buildings in Dundas Vale.

After the disruption of 1843, the Free Church resolved to have its own normal schools, and established one in each of the two cities, with a liberality that no true educationist can look on without the sincerest respect. Their two and our two normal schools are at this moment worthy rivals in work and reputation. Free church normal schools.

Next followed the Scotch Episcopal Normal school, but its numbers have not yet reached the dimension of having any sensible effect outside of its own communion, a further effect was perhaps not contemplated. Episcopal normal school..

Looking back to the early pioneering of our Scotch normal school system we are too apt to look for faults and to forget the great qualities of the pioneers, the prejudices they had to encounter, and the difficulties they had to overcome in their work. They did much needed work. Among other things they taught us that there is such a thing as method in school-keeping; that constant, pleasant, and active work is far more potent than any material instrument in the maintenance of school discipline, and that a manly, just, and generous treatment has its effect on young as well as old. They taught us the wonderful power of sympathy in school-keeping, which indeed may be called its soul. It is, however, not the less true that their monster galleries and simultaneous teaching have both lost much of their youthful charms. Early pioneering of Scotch normal schools.

These early pioneers confined their efforts chiefly, not to the *instruction of young teachers* but to their *training in school-keeping*. The term of attendance was generally very short, and though some left, as they had entered, with sound attainments, a very much larger number left, as *they* had entered, with very shallow attainments indeed. Their shallowness was soon discovered by vigilant eyes, and unfriendly tongues named them "Your Normal Teachers." The remnant of these are still, among old-fashioned people, held to be a fair sample of our *present* stock, and the old sneer is repeated without knowledge of the difference between *now* and *then*. Training in school-keeping the first effort.

When the two original normal schools were fairly set on foot, provision was made for the systematic *instruction* of the students who were then generally the nominees of clergymen, and seemed to have been selected more for their moral and religious qualities (often their Gaelic) than for their sound elementary education. They were an improvement, certainly, on those who formerly had passed only a few weeks at the early model schools, but the bulk of them were still too justly known as "Your "Normal Teachers." Then followed instruction. Nomination.

The Minutes of 1846 form the real starting point of our normal schools as they now are. Minutes of 1846.

One of the most important innovations, then, was the apprenticeship of pupil-teachers. They were destined in a few years to revolutionize the intellectual character of the entrants at Scotch normal schools, and to upset the old system of nomination. The Church of Scotland clung longer to this system than the Free Church did, but the annual percentage of *passes* for certificate soon made it apparent that a change of policy was necessary, and we borrowed that of "our friends over the "way," namely, to admit as many of the pupil-teachers as we could. Since then a number of non-pupil-teacher entrants (females, good) have come forward. Pupil-teachers.

According to the present *Minutes*, the exact entrant examination blows the chaff out and retains the corn. It were well for our Scotch universities if they had a winnowing machine of the same severe exactitude. Entrant examination.

In admitting the qualified entrants, the authorities of our four great normal schools have not hesitated to borrow from each other's lists in filling up the complement of students for the year. Of the students Unsectarianism.

that have issued, many retain no official connexion now with the Churches that bred them; many are in England, some in the colonies; ever so many where school work, and not Church, is the prime question. The "class list of candidates for admission" this year shows that we have trained a lad to head the Free Church entrance students; but the Free Church has returned the compliment and caps our list with a lad of her own training.

Comparison of the results gained in 18 years.

On the attainments of the students now leaving Scotch normal schools, as compared with results 18 years ago, a very cheerful and hopeful light is thrown by the "class lists." I shall confine my comparison to Church of Scotland normal schools. The figures are more expressive than words in showing the vast difference between *now* and *then*.

CLASS LIST 1852.

	Students.	Passed.			Failed.
		1st Class.	2nd Class.	3rd Class.	
Edinburgh Normal School	Males 28	0	0	11	17
	Females 12	0	3	6	4
Glasgow Normal School	Males 20	1	2	4	13
	Females 12	0	7	4	1
Totals -	73	1	12	25	35

CLASS LIST 1869.

	Students.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Edinburgh Normal School	Males 58	10	20	27	1
	Females 50	23	22	5	0
Glasgow Normal School	Males 50	7	31	11	1
	Females 55	30	23	2	0
Totals -	213	70	96	45	2

Examined entrants *versus* nomination entrants.

The class list of 1852 exhibits the results attained by students entered by *nomination*, as described above; the class list of 1869 exhibits the results attained by students entered by *strict examination*. The contrast is extremely striking, and may fairly be held to decide crucially between two antagonistic systems.

Christmas examination 1870.

The results at the last Christmas examination (1870) at the Glasgow Church of Scotland normal school compare favourably with 1869. There were 110 students examined; the *pass* is as follows:—

1st Division - - - -	39
2nd " - - - -	56
3rd " - - - -	15
4th " - - - -	0
Failures - - - -	0
	110

The normal schools have sent out a large number of well-educated and systematically-trained female teachers, and these teachers are becoming every year a more important instrumentality in our elementary education as the public come to know the great value of their services. **Female teachers.**

In a recent letter to the *Times*, Sir James Kay Shuttleworth points out the difficulty there may be in England, under the Education Act, of supplying a sufficient number of trained teachers. In Scotland the demand for male trained teachers has been in excess of the supply for several years. With this fact in view, and also no doubt feeling that we are now on the eve of an Education Act for Scotland, our normal authorities have, I learn, resolved to admit all the males that pass the entrant examination. By contracting the large numbers of children attending the practising departments (and they might be contracted, I think, without loss to the practising of the students), room might be found for a much larger number of students. Of course this would involve a reconsideration of the present staff and the present financial arrangements. Any thoroughly effective Scotch Act needs to provide for the retirement of the large number of inefficient teachers in the existing schools, and the appointment of competent teachers in these and in the new schools. In this event our present producing power could not supply the demand, and it is time to consider the strain that may be put upon us. **Supply of trained teachers.**

Your Lordships have removed religious knowledge from the list of subjects to be examined on for certificate. The change will set free probably a part of the students' time. This subject will now be entirely in the hands of the normal school authorities, who will have to satisfy themselves, as they no doubt will. **Religious knowledge.**

I think history, and probably also geography and grammar, might be lightened a little to afford time for other studies to those qualified to follow them. **History, geography, and grammar.**

The time altogether thus saved might be devoted by males to Latin and Greek or French. As to the last, a French master in the normal school would suffice, teaching also the females. I should like to see the two first studied at the university. Scotch reports and Scotch opinion seem to be very much in accord on this point. If a class in philosophy or English literature or logic could be added, all the better. This suggestion applies only to such normal school students as may be fairly prepared to enter university classes. *Mere attendance* at these classes, without fair preparation, might on the whole do the young men more harm than good, breeding conceit without producing scholarship. **Academic subjects.**

The best school situations would naturally attract the best men, the next the next, and so on, down to the bottom of the scale of humble competency. In our *parish schools* we never really reached the point of having them uniformly officered by good university men, or even by men who had seen the inside of a university. Such, certainly, will also be the experience of the system looked forward to now. **Variety of teachers for variety of schools.**

The training department opened on the 26th January with an attendance of 139 students, of whom 100 are Church bursars, and 39 self-supporting. The whole number shows an increase of 29 over the attendance of the previous year. **Increase of students entered for 1871.**

The Appendix contains report by the Principal.

I have the honour to be, &c.

D. MIDDLETON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

Glasgow Church of Scotland Training College.

Science teaching for students.

Referring to the programme of study for 1870, it may be mentioned that, in addition to the subjects prescribed by the Committee of Council, the male students began the study of Animal Physiology, early in the year, with a view to taking the elementary paper in that subject at the May examinations of the Science and Art Department. Of 57 students, who had made the number of attendances at separate lectures required by the department, and who alone could compete for certificates, 56 were successful, 23 being in the first class, and 33 in the second, the former gaining Queen's prizes. A few lectures were also given to the female students on the organs of digestion and the circulation of the blood, by way of supplement to the matron's lessons in Domestic Economy. The course of instruction in science is intended, in the first place, to qualify the students, during their two years' attendance, to obtain from the Science Department certificates of competency to teach science classes, and, in the second, to be a means of diffusing the elements of science in the common school. The study, likewise, serves as a good mental discipline for the students, and furnishes them with knowledge that

To scholars.

must come to be of much practical value to themselves and to others. Further, the senior pupils, attending the practising schools, have been taught a few of the elementary facts in Physics generally; and, in addition, they have entered upon the study of Physiology. Six science scholarships were also competed for at a general examination, and gained by three boys and three girls who held them from May 1870 to May 1871.

Scientific apparatus.

In the early part of the year, application was made to the Science and Art Department for a grant of drawing models, and diagrams illustrative of Physiology, Botany, Astronomy, and Physical Geography, an application which was liberally responded to, the new appliances forming a valuable addition to the already excellent cabinet belonging to the college. Some of the larger pieces of electrical apparatus have been repaired; a model has been added which illustrates very efficiently the manufacture of coal gas; and an apparatus has been bought for use with the mirror galvanometer, and magnetometer, in order to render visible to an entire class the elementary facts of magnetism, and the principle of the needle-telegraph. It is contemplated to increase the appliances for teaching physiology in the matter of models, and microscopic preparations.

Teaching of Economy.

To the male students of the first year, a paper on Economy has been for some years prescribed in the syllabus of study, embracing "elementary questions in sanitary, "mechanical, and other practical science of common application." The teaching of this subject has always presented great difficulties to the lecturer who undertakes it, the range of really important branches of industry being so great, that even had the students nothing else to do but study, with the aid of models, and by the inspection of works in operation, the manufacturing processes to be seen in a large town, their knowledge would of necessity be but general in the case of each. The lecturer, in consequence, finds it necessary to make a selection of such industries as can fairly be illustrated by the means above mentioned, and which, while practically of great importance, can be mastered in principle, at least, in a short time. During 1870, visits were made by the lecturer and students to public works where they saw in practical operation the processes of printing, electrotyping, stereotyping, gas making, paper making, glass making and pottery manufacture; while several other processes of a chemical nature were explained and illustrated in lectures, such as the manufacture of oil of vitriol, carbonate of soda, soap, bleaching powder, iron, sugar, bread, artificial manures, &c. Explanations were also given of the working of several instruments and machines, such as the common pump, the force pump, the barometer, the syphon, the stationary steam engine, the locomotive, and the electric telegraph. In general, the students take much interest in this subject of Economy, which, as regards its educative power, is very valuable, as it increases their knowledge of social concerns around them, and enables them to explain many matters that occasionally present themselves in the ordinary working of every school. If the requirements of the syllabus on the subject were made more definite, and the questions strictly confined within the prescribed limits, the course would present less difficulty and be equally profitable in its results.

Professional training of the students.

During 1870, no change of importance was made in the existing arrangements for the professional training of the students, which remains as before under the charge of the Principal, who gives lectures on the principles of teaching, and superintends

the students while in the practising schools. In the first year of their attendance, the students are engaged upon the more elementary portions of school management, embracing the different methods of teaching reading, spelling, writing, arithmetic, and other ordinary subjects taught in the primary school. In their second year, the course is much fuller, and includes organization, discipline, and the art of teaching, with the various modes of keeping, and making returns from school registers. The lives and principles of distinguished teachers and educationists, such as Pestalozzi, Jacotot, Locke, and Stow, are included in the programme. The Revised Code is carefully studied and illustrated, as also the various forms and schedules required for the annual inspection of schools. Notes of lessons and time tables are framed by the students, who also give model and criticism lessons in the presence of the Principal and their fellow students. In addition to this theoretical course, the students teach for five hours per week in the practising schools, and that during the whole of their second year's residence. At the beginning of the session, they are divided into sections, and enter the infant, initiatory, juvenile, and senior departments in rotation, remaining for three months in each. The results of their teaching there, ascertained by examination of their respective classes, are engrossed in a teaching register for the year, which is put into the hands of H.M. inspector on his annual visit. The students are also sent out to visit the best elementary schools in the city and suburbs, in each of which they spend half a day, observing the methods of teaching practised, which they afterwards describe in essays which are handed to the Principal, and by him carefully read and commented upon. Among the schools thus visited in 1870 were Martyrs', Port Dundas, Brownfield, St. James', St. Rollox, St. Matthew's, and Crossmyloof schools, the several masters of which took great pains to show to the students everything that might be interesting and profitable to them, by way of preparation for their future vocation.

Drawing. In reference to Drawing, the examination in which was held by the Art Inspector in November, it may be mentioned that of the 109 students who were presented on that occasion, 98 passed in one or more subjects, 32 obtained prizes, while 15 gained full certificates of competency to teach Drawing, which qualify them to earn payments on results in elementary schools.

Drill. The male students continue to be trained in military drill with a view to their carrying out the lessons in the common school.

Cooking. Cooking continues to be practised by the female students, in illustration of the book-lessons in Domestic Economy and is referred to in the appended medical report on the College.*

Appointments to schools. On completing their training, the students have in general no difficulty in securing appointments to schools, in fact, the demand for male certificated assistants continues to be in excess of the supply, and must remain so for a time in consequence of the increased requirements of England, under the operation of the recent Elementary Education Bill.

JAMES LEITCH, Principal.

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* See *suprà*, page 410.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, JAMES CUMMING, ESQ., LL.D., *on the* FREE CHURCH TRAINING SCHOOL, EDINBURGH.

MY LORDS,

I HAVE the honour of submitting in obedience to the commands of your Lordships the following report on the work of the Free Church Training school in Edinburgh for 1870. The condition of the institution during this year is so exactly similar to its condition in the year preceding, that the report will be necessarily brief.

Number and classification of the students.

The number of students in attendance at the time of inspection was 137; of these 43 were in the male and 94 in the female department; the male students were 19 in the senior class and 24 in the junior; the females numbered 44 in the senior and 50 in the junior class.

Staff of teachers.

The staff of instructors was the same as in the preceding year. The infirmities of declining health and advanced age rendered the services of Mr. Steele uncertain and irregular; how the deficiency was supplied I stated in my last report. Since the session closed he has "gone to the grave;" his memory will be cherished with affection and veneration by all who knew him, and in an especial manner by those teachers now scattered over all the island whose minds he helped to enlighten, and whose characters he assisted in forming for good, not less by example than by precept.

The other lecturers and teachers have continued to discharge their duties with energy and with a measure of success which will be proved by the results.

Design of training schools.

The great design of a Normal School is the training of teachers, first by instruction in those methods which have been found most effectual in instructing the young, and secondly by actual observation and employment in model and practising schools; together with this knowledge and experience it is an object to secure that the teacher possesses that information which he is expected to communicate to the pupils of a common school. It was for these purposes, and much in this order, that the Normal Seminary in Glasgow, which may be considered as the parent of such institutions in this country, was set up thirty or forty years ago by Mr. Stow and the worthy men who assisted him, and it is with reference to these objects that the success of such an institution must be judged.

How far attained.

In various visits during the session I have had opportunities of observing the manner in which these objects have been pursued and attained. The training department properly so called is chiefly under the immediate charge of the Principal. He lectured in my hearing on the various methods of teaching to read, on discipline and moral training, embracing the objects to be kept in view and the motives of a higher or lower kind that were appealed to. I also heard him examining the various time tables which the students had been directed to prepare, and finally superintending and criticising the lessons which some of their number gave in rotation. In all these instances I had much reason to be satisfied with the judgment with which the subjects were treated, and the simple and impressive manner in which the instruction was conveyed to the students.

Instruction in method.

Superintendence in practice.

Besides instruction in the principles, superintendence in the practice of school management is afforded by the Principal. I was present during the lessons given by several of the students in his presence, and heard

the criticisms by which they were followed up. I may state with regard to the lessons themselves that they are carefully prepared, that so far as I have had opportunity of observing, the topics of each lesson are judiciously arranged by the students generally. The subjects are very various, so that of the 44 senior female students whom I heard teaching, no two had the same subject, while the 19 male students had subjects different (with one exception) from these and from each other. This variety is of itself a means afforded to the students of acquiring diversified information and of having their thoughts and inquiries directed to many subjects which might not in the common course of lecturing be brought so particularly under review.

Religious teaching.

In taking a parting notice of a subject on which I may not have occasion to report again, I must refer with unqualified commendation to the religious instruction given to the students by the Principal. The topics were of course regulated by the requirements of the syllabus. But the manner in which the subjects were treated was calculated not merely to inform the minds of the students on the facts and doctrines of scripture, but to impress them with reverence for the claims, and regard for the authority of the Christian revelation. When one considers the end and object of National education it may be permitted to regret that any circumstances should have rendered it necessary to withdraw the encouragement hitherto given to this part of the teacher's preparation. When it is desired to raise up not merely an intelligent but a virtuous population, the claims of religion cannot be safely disregarded, and it will be one of the most urgent duties of those by whom our schoolmasters are to be selected to see that they are men by whom religious truth is neither despised nor ignored.

On the various other subjects prescribed for the preparation of the students, instruction has been given faithfully and intelligently.

Lectures on literature.

On various occasions I heard Mr. Kennedy lecturing on the language of Shakespeare, referring especially to the archaisms in Macbeth, and revising the paraphrases of Wordsworth prepared by the students. I also heard him give lectures on decimal coinage and on the metric system in a very perspicuous and effective manner.

The exercises in the English language were partly superintended in the case of the female students by Miss Shanks, whom I heard examining on grammatical analysis with Goldsmith's Traveller for a text book. The examination was conducted by her with spirit and intelligence.

Mathematics.

Subjects of a more purely mathematical character were treated of by Mr. Lees, whom I heard lecturing on trigonometry and mensuration, and exercising the students in Algebra and questions in equations with surds; these subjects also were discussed in a lucid style and apparently with success.

Domestic economy.

The examinations in domestic economy, founded on the text book in the hands of the female students, were managed in her usual lively and sensible manner by Miss Millar.

Music.

The musical instruction is conducted with ability by Mr. Strang, whom I heard lecturing "on intervals," as well as superintending the musical practising of the institution.

Results.

The results as exhibited in the Christmas examination must be considered on the whole as satisfactory. Among the 137 who were presented there was no failure and none who ranked lower than the third division. Those, indeed, who rank *so low* as the third amounted to less than one-eighth of the whole.

The result may, as on former occasions, be presented in a tabular form.

		Presented.	Passed.		
			1st Class.	2nd Class.	3rd Class.
Males	2nd year	19	2	11	6
	1st year	24	7	10	7
Females	2nd year	44	32	12	0
	1st year	50	17	30	3
		137	58	63	16

In this as in former years the female students of the second year make the most distinguished appearance, no fewer than 32 out of 44 being placed in the first class.

In considering the tabulated results of the examination in reference to the different subjects of study, the conclusions are partly satisfactory and partly of a somewhat perplexing if not startling nature. In regard to the most essential subjects, the reading, writing, arithmetic, religious knowledge, and teaching power, the results are generally good, with perhaps some deduction in the penmanship of the female students. But according to the table, while in composition 88 per cent. of the senior females and 84 per cent. of the junior females, as well as 66 per cent. of the junior male students have passed creditably, not one individual of the senior male students has passed as excellent, or good, or even as fair; the per-centage is an absolute blank. A similar result appears as to geography. Such a result would require very anxious consideration and inquiry on the part of the conductors of the institution and would no doubt receive it, were it not so *very* extraordinary as to excite the suspicion that there must be some mistake. I am assured that this is not the case, and I can therefore only direct attention to the striking fact.

I subjoin a list (see Appendix) furnished to me by the Principal, of the students who left in December 1869, and of the schools to which they have been appointed.

I have the honour to be, &c.
JAMES CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

LIST of all STUDENTS who left the EDINBURGH FREE CHURCH TRAINING COLLEGE in December of the year 1869, and the Schools to which they were appointed.

Male Students.

Airth, William	Assistant, Newcastle-on-Tyne.
Barnet, John	British School, Waterhouses.
Brown, George	Assistant, East Free Church School, Aberdeen.
Burnett, James C.	Mount Street School, Salford.
Crombie, James G.	Teaching privately.
Gunn, George	Wick Free Church School.
Harris, George	Chapel Free Church School, Kirkcaldy.
Jones, Richard	Cruden Free Church School.

Kinnear, James	Lybster Free Church School.
Littlejohn, William	Gariochsford Free Church School.
McCulloch, William	Lairg Free Church School.
Mackay, Alexander M.	Watson's Hospital School, Edinburgh.
McLeod, George	Kincardine Free Church School, Ardgay.
Mann, Edward H.	Assistant, Woodside School, Aberdeen.
Mitchell, James	Assistant, Crossley Orphan Home, Halifax.
Moffat, Charles	Interim teacher, Prestonpans Parish School.
Nelson, David	Assistant, Larchfield Academy, Helensburgh.
Nicolson, George	Free Church School, N. Knapdale.
Primrose, James	At College.
Robertson, Robert	Assistant, Moray House.
Scott, John	British School, Chester.
Stewart, William	Warenford British School, Northumberland.

Female Students at end of Second Year.

Abbot, Agnes	Fellside Infant School, Kendal.
Anderson, Agnes	Private School, Birkenhead.
Archibald, Isabella	British School, Darlington.
Boddie, Margaret	Assistant, Alloa Academy.
Brown, Margaret	At home.
Bruce, Catherine	Infant and Industrial School, Haddington.
Calder, Mary	Albert Hill School Darlington.
Cameron, Isabella	Finchley East End British School.
Catto, Isabella	Dead.
Christie, Mary	St. Ninian's Infant School, Leith.
Duncan, Isabella R.	Lady Huntly's School, Aboyne.
Forsyth, Elizabeth	National School, Shadforth.
Gilchrist, Margaret F.	Kendrew Street Infant School, Darlington.
Haddon, Grace W.	Oakview Infant School, Alderley Edge.
Henderson, Elizabeth	British Infant School, Middlesbro'.
Irvine, Margaret J.	British School, Newcastle-under-Lyne.
Liddell, Apollina	Patricroft Infant School, Eccles.
Livingstone, Isabella	Seacombe Wesleyan Infant School.
McAndrew, Barbara	Free Church School, Bonnyrigg.
McPhee, Margaret	Female School, Evanton, Ross-shire.
Palmer, Penelope	Castle Street School, Kendal.
Ross, Elizabeth	Seaforth National School, Liverpool.
Simpson, Janet	Free South Church School, Aberdeen.
Small, Williamina	Infant School, Roseburn.
Stroyan, Grace	Glendye School, Banchory.
Sutherland, Elizabeth	Assistant, Wick Academy.
Sutherland, Jane	Cavers Parish School.
Walker, Isabella	Drumblade Free Church School.
Waters, Julia	Assistant, Industrial School, Thurso.
Watson, Jane M.	Larbert Infant School.
Watt, Mary,	Private School, Bath.
Whitelaw, Robina A.	Craigie Schools, Perth.

Female Students at end of First Year.

Henderson, Janet	Healey British School, Riding Mill.
Johnston, Stewartina	Girls' School, Balfron.
Meek, Margaret	Governess, Perth.
Robertson, Christina B.	Westport Territorial School, Edinburgh.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., LL.D., *on the* FREE CHURCH TRAINING SCHOOL, GLASGOW.

MY LORDS, Glasgow, March 1870.

IN accordance with your Lordships' instructions I have the honour to present my report on this institution. The inspection took place in May and October, the periods most suitable for securing the objects aimed at in the annual inspection of training colleges. It occupied my whole time for eight days.

Number of students.

The number of students during the past session was as follows :—

Males.

First year	34
Second year	10
	44

Females.

First year	31
Second year	32
	63

Giving a total of 107 students, divided into two classes, viz. :—

1. STUDENTS HOLDING CHURCH BURSARIES.

Males.

12, each	£24
32, „	20

Females.

32, each	£18
17, „	15

2. ORDINARY, OR SELF-SUPPORTING STUDENTS.

Female	14

Christmas examination.

The same arrangements were made for the Christmas examination as heretofore. The male candidates were under my own superintendence, while my colleague, Mr. Ogilvie, conducted the examination of the female candidates.

Health of the students.

In reference to the important subject of the health of the students, I have been favoured with the following statement by Dr. Adams, the medical officer :—

"62, Cambridge Street, Glasgow,
"31st October 1870.

"IN accordance with previous usage I have to report on the conditions of health that have existed, during the past year, among the students of the Free Church Normal Training College.

"At no former period, has there been a better state of the general health. No case of dangerous, or even of serious illness, has occurred, and the greater number of individuals, who have required my professional aid, have suffered only from ailments of such a trivial character as permitted the student to continue his studies, while giving due attention to medical instructions.

(Signed) "JAMES ADAMS, M.D.,
"Medical Officer of the College."

In forming an estimate of the work done in this institution it should be borne in mind that, with one staff of officers, it professes to educate, and to train as teachers a large body of male and female students; that these, again, are divided into two departments, each containing two classes, the one occupied with the work of the first year, while the other is engaged with the more advanced studies of the second year. In a few subjects the students of both years are taught together; while in music, for obvious reasons, all in attendance (male and female) receive the same instruction and at the same time. This large number of students, and the great variety of classes, necessarily complicate the working of the institution, and, by increasing the duties, increase equally the responsibilities of all connected with it. Course of instruction double.

Time-Tables. Time-tables.

The arrangements of the course, and the distribution of time among the various subjects of study, &c. may be seen from the tables and lists given in the Appendix. But as a short summary is often more intelligible than a detailed statement, I have also prepared the following analysis of the time-tables in use in the college department.

Analysis of Time Tables, showing the Distribution of the Hours of Study for One Week. Analysis of time-tables.

Subjects.	Male Students.		Female Students.	
	1st Year.	2nd Year.	1st Year.	2nd Year.
	Hours.	Hours.	Hours.	Hours.
Holy Scriptures and Catechism	3	3	3	3
School management	2	2	2	2
Teaching	2	3	3	4
Arithmetic	4	4	3	3
Mathematics	2	3	—	—
Grammar and composition	3	3	3	3
Geography	3	3	3	3
History	2	2	2	2
Drawing	2	1	2	2
Reading	1	1	1	1
Penmanship	1	1	1	1
Latin	3	3	—	—
Political economy	3	3	—	—
Vocal music	2	2	2	2
Sewing and cutting out	—	—	3	2
Domestic economy	—	—	2	2
Totals	33	34	30	30

On referring to this analysis it will be seen that, in apportioning the time to each subject, due regard has been had to its difficulty and its relative importance in an educational and training point of view. Thus, while the mechanical art of penmanship gets only one hour a week for each class of students, the more important and difficult subject of arithmetic is set down for four hours a week for each class on the male side, and three hours a week for each class on the female side. Again, while reading, in which all may be supposed to have made considerable progress in the mechanical part, has only one hour a week for each class, practical teaching gets, on the male side five hours, and, on the female side, seven hours a week; or, including the time given to school management, 20 hours a week (nearly the sixth part of the student's time) are devoted to the theory and practice of teaching. Nor is this too large a

share, when the paramount importance of the subject is considered, as professional training is the point of all others of the greatest moment to the real value and success of a Normal school. The distribution of time among the other branches is equally judicious and satisfactory.

Instruction.

In the general system of instruction pursued in this college, the true aim of all the student's work, the task of educating and training others, is never lost sight of. Each lecturer knows thoroughly, from practical experience, the most approved methods of imparting his own subject in an elementary school, and loses no opportunity of bringing this knowledge to bear on the daily work of his class; but upon the Master of method this difficult duty mainly devolves, and is kept steadily in view. In all his lectures, his chief aim is to remove the difficulties which usually beset the young teacher on first taking charge of a school; to enable him to accommodate his instructions to the varying circumstances, and the varied mental capacities of the children; and to employ his teaching power so as to bring his personal influence to bear as directly as possible on every child in the school. On referring to my notes for last year, I find that I heard all the lecturers discourse and examine on almost every part of the curriculum.

Religious instruction. I heard with pleasure the Principal analyze the Epistle to the Hebrews with the male students of the second year; I heard him also lecture on "the temptation of our Lord" to the female students of the first year,

Latin. and on Latin grammar, with readings in Virgil, to the senior students.

Arithmetic and mathematics. I was also present at several lectures given by Dr. Kerr; one was on "arithmetical problems," to the students of the first year; another to the males of the second year on geometry, with special reference to Euclid, book III., which they had just revised; while a third, and to the same class of students, was on logarithms as applied to annuities.

History and geography. From Dr. Dick I heard a lecture on the succession of James VI. to the throne of England, and another on the Roman invasion and conquest of England. I also heard from him a very interesting discourse on the climate of Britain and the various influences which tend to modify it.

School management. Mr. Boyd also lectured in my hearing, at one time, on the difference between instruction, information, and education; at another, on the important subject of moral discipline.

Vocal music. Mr. McLelland exercised the students of both years in writing down in correct time, &c. short passages played in their presence; and he also lectured in my hearing on the musical scales.

In reference to all the lectures, which it was my privilege to hear on these occasions, I have the satisfaction to state that they were characterized by a clearness of outline, a precision of language, a definiteness of aim, and above all by an amount of good sense and right feeling deserving of all praise.

Reading and recitation. I heard all the students read and recite passages from the authors prescribed in the syllabus, &c. The results were, as a rule, quite satisfactory, and reflect much credit on Mr. Boyd, who has the entire charge of this department. Great attention has evidently been paid to distinct articulation, and due modulation of the voice, without which there cannot possibly be good reading. Not a few of the students, more especially on the female side, read and recited with much spirit, and with that correct intonation and emphasis, which I have often remarked in the reading of this institution.

Teaching. I have so recently reported in detail on this subject, that it may suffice, on the present occasion, to state that the lessons given by the students were quite equal to those of last year, and the notes of the prepared

lessons were drawn out with much care, and assisted me materially in forming a just estimate of the teaching powers of the writers.

Practising Schools.

These are four in number, and, in accordance with use and wont in Scotland, on the mixed system, including—1. A senior school. 2. A juvenile school. 3. A model village school, containing children of all ages, and giving instruction in the ordinary branches of an elementary school; and 4. An infant school. Each school is further divided into two departments, a senior and a junior, under separate teachers, and so constituted that each division makes practically a separate department. From this point of view, therefore, the number is eight, assembling in spacious class-rooms, well lighted and ventilated, and abundantly furnished with the newest and most approved apparatus of every kind. Indeed, so far as I know, no training school in Britain is better supplied with the means of studying and practising the art of teaching than this. Practising schools.

But to quote from my last report (Report, &c. for 1869–70, pp. 527 and 528)—

"Although the students have thus the opportunity of acquiring the art of teaching in schools thoroughly organised, and admirably taught, there is something wanting. In the practising schools the departments are graduated in such a way that no single one is a model of what an ordinary school should be. There is, it is true, the model village school, but even this does not supply the desideratum. It has occurred to me that a remedy for this defect might be found in occasional visits to some of the well-taught elementary schools of Glasgow and the neighbourhood. These visits might be made periodically, and could not fail to be productive of much good to the students." Defect in the practising schools. A remedy suggested.

The experience of another year has only confirmed this opinion, and I am glad to see from the report of my colleague, Dr. Middleton (Report, &c. 1869–70, p. 511), that a similar plan is followed in the Church of Scotland Normal School, Glasgow, and with the beneficial results which I have always anticipated.

As it may be interesting, I beg to add the statistics of my visit in February last. I found in average attendance 564 children, while 615 were present on the days of inspection, and 451 names were entered in the examination schedules, as having made the 200 attendances, and fulfilled Articles 40, 47. The per-centage of failure (reading, 0·00; writing from dictation, 5·61; arithmetic, 3·08), though slightly in excess of last year, will still bear favourable comparison with any school of the same size, and attended by the same class of children. Statistics of recent visit.

Results.

These are seen in the published class-lists, and in the demand for the services of the students who have completed their course of training in the college.

The following summaries furnish this information under both heads:— Results of examination of students.

Candidates.	Examined Christmas, 1870.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Per-centage successful.
Male students, 1st year -	34	4	15	15	—	—	100·00
„ 2nd „ -	10	2	2	5	1	—	100·00
Female students, 1st year -	32	1	14	16	1	—	100·00
„ 2nd „ -	31	6	17	8	—	—	100·00
Totals - -	107	13	48	44	2	—	100·00

Thus out of 107 candidates only two fall below the third class. It may be further observed that of these 107, 61, or 57 per cent. are in the first and second class. This result, although not equal to that of last year, is still very gratifying, and (to repeat a remark made in former reports) one scarcely to be looked for in an institution, where the number of Highland students on the male side bears such a large proportion to the number in attendance.

On further, and more minutely analyzing the results of the Christmas examination, it appears that—

1. The male students of the first year pass *very well* in arithmetic, school-management, and reading and repetition; *well* in Catechism, history, and spelling; *very fairly* in geography, penmanship, and Euclid; *pretty fairly* in Bible and composition; *moderately* in music; while in grammar, economy, and mental arithmetic their standing is *very low*.

2. The male students of the second year acquit themselves *very well* in Catechism; *well* in arithmetic, school-management, reading and repetition, spelling, and teaching; *very fairly* in Bible, history, and penmanship; *pretty fairly* in economy; *moderately* in geography, Euclid, and music; *very moderately* in mental arithmetic; while in grammar and composition all are below *fair*.

3. The female students of the first year pass *very well* in reading and repetition, school-management, Bible, and needlework; *well* in arithmetic and spelling; *very fairly* in grammar, domestic economy, Catechism, and composition; *pretty fairly* in geography, and penmanship; while in mental arithmetic their standing is *very low*, and in history, and music all are below *fair*.

4. The female students of the second year acquit themselves *very well* in Bible, arithmetic, reading and repetition, domestic economy, teaching, and needlework; *well* in Catechism, and composition; *very fairly* in geography, school-management, and spelling; *fairly* in grammar; *pretty fairly* in history and penmanship; *very moderately* in mental arithmetic; while in music all are below *fair*.

II.

Demand for trained teachers.

The number of male students, who finished their training at Christmas 1869, was 18. These have been disposed of as follows:—

Appointed to schools in Scotland - -	16
„ „ England - -	2
	18

The number of female students, who finished their training at Christmas 1869, was 26. These have been disposed of as follows:—

Appointed to schools in Scotland - -	18
„ „ England - -	7
At home - - - - -	1
	26

Examination for Admission.

Results of the examination for admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Number examined.	1st Class.	2nd Class.	Failed.	Per-centage successful.
Males, pupil-teachers -	26	8	16	2	92·30
„ not pupil-teachers -	18	—	13	5	72·22
Females, pupil-teachers -	23	16	7	—	100·00
„ not pupil-teachers -	26	9	10	7	73·00
Totals - -	93	33	46	14	84·94

It thus appears that of 26 male pupil-teachers only two, or 7·69 per cent., failed, and eight, or 30·76 per cent., were in the first class; while of 23 female pupil-teachers all were successful, and 16, or 69·56 per cent., were in the first class. As regards the non-pupil-teachers, of 18 males (principally from the remote Highlands and Islands, where schools are few in number, and inferior in quality) five, or 27·77 per cent., failed, and none were in the first class; while of 26 females (socially, however, much higher than the males), though seven, or 26·92 per cent., failed, nine, or 34·61 per cent., were in the first class.

On comparing these results with those of last year, it appears that the proportion of *passes* among the male candidates (84·09 per cent. in 1870 as against 74·35 per cent. in 1869) is considerably higher; while the failures among the pupil-teachers (male and female) are 4·08 per cent. as against 5·88 per cent. last year.

Preparatory class.

The preparatory class is thus slowly but steadily raising the standard of attainment among the non-pupil-teacher candidates, who now take their place at the examination on almost equal terms with their more highly favoured competitors of the pupil-teachership.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

DISTRIBUTION OF TIME.

Male Students.

Days and Hours.	First Year.	Teachers.	Second Year.	Teachers.
Monday 9–10	Drawing - -	Mr. Banner -	Geography -	Dr. Dick.
10–11	Geography -	Dr. Dick - -	Teaching - -	Mr. Boyd.
11–12	Arithmetic -	Dr. Kerr - -	„ - -	„
12–1	Bible - -	Principal - -	Arithmetic -	Dr. Kerr.
1–2	Reading - -	Mr. Boyd -	Economy - -	„
2–3	Music - -	Mr. McLelland -	Grammar - -	Principal.
Tuesday 9–10	Geography -	Dr. Dick - -	Sch. management	Mr. Boyd.
10–11	Drawing - -	Mr. Banner -	Geography -	Dr. Dick.
11–12	Bible - -	Principal - -	Arithmetic -	Dr. Kerr.
12–1	Arithmetic -	Dr. Kerr - -	Grammar - -	Principal.
1–2	Sch. management	Mr. Boyd -	Geometry - -	Dr. Kerr.
2–3	Music - -	Mr. McLelland -	Bible - -	Principal.

Days and Hours.	First Year.	Teachers.	Second Year.	Teachers.
Wednesday 9–10	Geography	Dr. Dick	Drawing	Mr. Banner.
10–11	Teaching	Mr. Boyd	Geography	Dr. Dick.
11–12	,,	,,	Arithmetic	Dr. Kerr.
12–1	Bible	Principal	Geometry	,,
1–2	Arithmetic	Dr. Kerr	Grammar	Principal.
2–3	Grammar	Principal	Music	Mr. McLelland.
Thursday 9–10	History	Dr. Dick	Drawing	Mr. Banner.
10–11	Sch. management	Mr. Boyd	Sch. management	Mr. Boyd.
11–12	Arithmetic	Dr. Kerr	History	Dr. Dick.
12–1	Economy	,,	Bible	Principal.
1–2	Grammar	Principal	Arithmetic	Dr. Kerr.
2–3	Teaching	Mr. Boyd	Music	Mr. McLelland.
Friday 9–10	History	Dr. Dick	Writing	Mr. Boyd.
10–11	Writing	Mr. Boyd	Geometry	Dr. Kerr.
11–12	Bible	Principal	Reading	Mr. Boyd.
12–1	Geometry	Dr. Kerr	History	Dr. Dick.
1–2	,,	,,	Bible	Principal.
2–3	Teaching	Mr. Boyd	Teaching	Mr. Boyd.

Appendix B.

Distribution of Time.

Female Students.

Monday	9–10	Reading	Mr. Boyd	Geography	Dr. Dick.
	10–11	Drawing	Mr. Banner	Arithmetic	Dr. Kerr.
	11–12	Bible	Principal	Grammar	Dr. Dick.
	12–1	History	Dr. Dick	Teaching	Mr. Boyd.
	1–2	Sewing	Miss Wallace	Bible	Principal.
	2–3	Music	Mr. McLelland	Sch. management	Mr. Boyd.
Tuesday	9–10	Drawing	Mr. Banner	Bible	Principal.
	10–11	Teaching	Mr. Boyd	Arithmetic	Dr. Kerr.
	11–12	,,	,,	Geography	Dr. Dick.
	12–1	History	Dr. Dick	Teaching	Mr. Boyd.
	1–2	Bible	Principal	Sewing	Miss Wallace.
	2–3	Music	Mr. McLelland	Sch. management	Mr. Boyd.
Wednesday	9–10	Sch. management	Mr. Boyd	Bible	Principal.
	10–11	Arithmetic	Dr. Kerr	Drawing	Mr. Banner.
	11–12	Bible	Principal	Geography	Dr. Dick.
	12–1	History	Dr. Dick	Reading	Mr. Boyd.
	1–2	Sewing	Miss Wallace	Sewing	Miss Wallace.
	2–3	Teaching	Mr. Boyd	Music	Mr. McLelland.
Thursday	9–10	Geography	Dr. Dick	—	—
	10–11	Arithmetic	Dr. Kerr	Drawing	Mr. Banner.
	11–12	Grammar	Principal	History	Dr. Dick.
	12–1	Geography	Dr. Dick	Teaching	Mr. Boyd.
	1–2	Sewing	Miss Wallace	,,	,,
	2–3	Grammar	Principal	Music	Mr. McLelland.
Friday	9–10	Writing	Mr. Boyd	Writing	Mr. Boyd.
	10–11	Arithmetic	Dr. Kerr	History	Dr. Dick.
	11–12	Geography	Dr. Dick	Grammar	,,
	12–1	Sch. management	Mr. Boyd	Teaching	Mr. Boyd.
	1–2	Grammar	Principal	Sewing	Miss Wallace.
	2–3	Teaching	Mr. Boyd	Sch. management	Mr. Boyd.

Appendix C.

Text Books, 1870.

Male Students, First and Second Years:

Bible.
Riddell's Scripture History.
Shorter Catechism.
Morell's Grammar.
Dryden's Virgil.
Latin Rudiments.
Morrison's School Management.
Gill's School Management.
Barnard Smith's Arithmetic.
Kennedy's Mental Arithmetic.
Shakspeare's Macbeth.
Dicks' Geography for Schools.
Collier's British Empire.
Analysis of English History.
Bell's Standard Elocution.
Fawcett's Political Economy.
Lockyer's Elementary Astronomy.
Currie's School Management.
Colenso's Algebra.
Todhunter's Euclid.
Brewer's Guide to Science.
Mann's Book of Health.

Text Books, 1870.

Female Students, First and Second Years.

Bible.
Shorter Catechism.
Riddell's Scripture History.
Morell's Grammar.
Milton.
Barnard Smith's Arithmetic.
Kennedy's Mental Arithmetic,
Morrison's School Management.
Tegetmeier's Domestic Economy.
Dicks' Geography for Schools.
Collier's British Empire.
Analysis of English History.
Wordsworth's Excursion.
Bell's Standard Elocution.
Currie's School management.

REPORT, *for the Year* 1870, *by Her Majesty's Inspector, the* REV. T. WILKINSON, A.M., *on the* FEMALE EPISCOPAL CHURCH TRAINING SCHOOL, EDINBURGH.

MY LORDS, March 22, 1871.

Date of inspection. IN accordance with your Lordships' instructions, I have the honour to present my report of this institution for the year 1870, the inspection of which took place in June last.

Number of students. I found in regular attendance, 21 students, 9 of the second year, and 12 of the first year.

Health of students. The sanitary arrangements of the college are thoroughly excellent, and the health of the students has been very good.

Staff. The staff of teachers is the same as in the year 1869; it is an excellent one, and does its work most thoroughly.

Time table. The arrangements of the course, and the distribution of time among the various subjects do not differ from those of the preceding years. The time table is appended to this report; the alternations of devotion, labour, recreation, and repose appear to be arranged in a most judicious and satisfactory manner.

Instruction. The methods of instruction pursued by the principal and the lecturers of the college are of the most approved character.

Religion. The religious instruction, the most important part of the course, is conducted by the principal with an ability and success to which I have often borne testimony in previous reports. Equally excellent is Mr. Smith's skill in the other branches of the college curriculum on which he lectures.

Lectures by Miss Smith and Miss Bowden. The lectures I heard from Miss Smith, the Lady Superintendent, on geography, and from Miss Bowden on school management and music, were given very effectively, and appeared to me to be of a very useful and practical character.

Reading and recitation. All the students read and recited passages from the authors prescribed in the syllabus. On the whole this exercise was very well done; the recitation of some being given with much good taste and expression; and I was very glad to observe on this occasion a more thorough knowledge of the phrases and expressions going hand in hand with the recitation, an object on which too much stress cannot be laid with the view to make the recitations intelligent.

Teaching. The lessons given by the students were excellent and decidedly superior to those of former years; the notes of the prepared lessons were drawn up with great care, written out with remarkable neatness, and illustrated on the black-board with a boldness and skill that it was a pleasure to see; the effect on the classes in sustaining their attention and keeping up their interest in the lesson was very marked and satisfactory.

Practising schools. These schools are in a high state of efficiency, presenting marked evidence of care and attention on the part of the normal mistress, both to the students for the time being in attendance, as well as to the general discipline and school work of the children.

Results of examination of students. These are seen in the published class lists, and are highly satisfactory as regards the Episcopal Training College in Edinburgh.

It may be interesting to present in tabular form the results of the recent examinations of students and of candidates for admission.

Students.

	Number examined.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.
Female students, 1st year -	12	5	4	3	0	0
„ „ 2nd year -	9	5	4	0	0	0

Candidates for admission.

Presented for Examination.	Passed.		Failed.	Total.
	1st Class.	2nd Class.		
17	10	6	1	17

As regards each of the above statements, the results cannot but reflect great credit on the system pursued not only in the Episcopal college, but in the several schools dispersed throughout the country, and justify my recommendation of both the primary schools as well as the Episcopal college connected with them to the continued favourable consideration of your Lordships.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX No. 3.

LIST (under Counties) of ELEMENTARY SCHOOLS, aided from the Parliamentary Grant up to 31 December 1870:

1. For BUILDING OR FIXTURES. In all these cases, unless marked with an asterisk * (grant from the Treasury before appointment of a Committee of Council on Education), the right of inspection is permanently secured by deed.
2. For ANNUAL MAINTENANCE. In these cases, if there has been no grant for Building or Fixtures, the right of inspection is limited to the continuance of aid.
3. For BOOKS, MAPS, AND APPARATUS. These grants have not been made since 1861. The managers receiving them engaged that the school should be open to inspection for seven years. The schools which have received no other grant are distinguished by ‡ prefixed.

ENGLAND.

NOTE.—N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., *Wesleyan Methodists' Conference*; R., *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and U., a *Poor Law Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.†	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	BEDFORDSHIRE.	£ s. d.		£ s. d.
181	Ampthill - N. 3	225 0 0	116	69 11 11
			20	3 19 1
181	Ampthill Infant - N.	59 17 6		
181	Ampthill - B. 6	190 0 0	81	47 15 0
180	Arlsey, St. Peter's - N. 10	334 4 0	121	40 4 7
182	Aspley Guise N. 6	273 10 0	92	58 14 0
			17	6 10 10
182	Aspley Guise B. 6	- - -	65	39 2 6
179	Barford, Great - N. 11	213 0 0		
179	Bedford, Hawes Street - 11	- - b	a	
			99	45 7 2
			71	34 11 6
179	Biddenham - N.	*45 0 0		
	" - "	65 0 0		
180	Biggleswade N. 11	*150 0 0		
	" - "	142 5 3	215	98 6 4
180	Biggleswade B. 7	- - -	261	141 11 0
183	Billington - N. 6	146 0 0	49	7 18 10
179	Bletso - N.	100 0 0		
180	Blunham - N.	52 0 0		
184	Caddington Ch. 10	334 0 0		
180	Caldecote, Upper - N. 11	176 0 0b	a	
			62	25 7 6
			58	23 15 10
180	Clifton, All Saints' - N. 11	- - -	133	66 4 2
181	Clophill - N.	*50 0 0		
179	Colmworth - N. 10	63 10 0	37	4 18 8
179	Cople - Ch. 4	- - -	84	52 9 0
181	Cranfield - N. 4	*88 0 0	164	77 19 0
			40	12 8 4
178	Dean, Upper B. 7	- - -	33	15 5 2
184	Dunstable, Ashton - 10	*85 0 0		
184	Dunstable - W. 6	- - -	a	
			165	108 13 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.†	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
184	Dunstable; Station End Branch - W. c			
180	Dunton - P. 11	213 0 0b	70	34 13 8
			70	35 14 8
183	Eaton Bray - N.	72 0 0		
183	Eaton Bray - W. 7	209 10 0	68	47 5 8
			154	117 7 2
178	Eaton Socon N. 11	561 10 0b	158	82 1 6
			29	8 15 10
182	Eversholt, N. and Infant - 6	122 2 6	118	55 7 0
			18	5 5 0
180	Everton and Tetworth - N. d	*42 0 0		
179	Felmersham N. 9	110 0 0	45	19 17 4
181	Flitwick - N. 9	103 5 0	60	29 6 4
			24	9 5 0
179	Goldington Ch. 11	- - -	96	54 8 2
181	Gravenhurst Ch. 9	- - -	40	10 17 8
181	Greenfield Ch. 6	- - -	86	16 10 7
			29	5 19 5
179	Harrold - N. 9	267 10 0	95	58 12 2
			42	11 3 4
183	Heath and Reach - N. 6	266 0 0	65	29 12 2
180	Henlow - N. d			
182	Hockliffe - N. 6	144 0 0	65	31 4 2
184	Houghton Regis - N. 9	419 0 0		a
182	Husband Crawley - Ch. 11	- - -	71	37 16 2
184	Hyde, East (The Hyde) 3	- - -	54	24 8 2
179	Kempston, Ch. End - N.	143 10 0		

† Where *two* numbers are given, the *latter* denotes Evening Scholars.

a Due, but not paid. *b* For two years. *c* School closed. *d* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
179	Kempston, Middle, Mixed - 11	- - -		*a*
179	Kempston, Up. End, Infts. N. 11	270 0 0		*a*
179	Keysoe - N.	42 0 0		
180	Langford, Mixed 9	91 13 9	52	16 13 9
183	Leighton Buzzard - B. 6	- - -	112	46 7 8
183	Leighton Buzzard, Infants - 6	75 0 0	116	54 17 8
181	Lidlington - N. 10	- - -	99	48 19 4
184	Luton - N. 10	*145 0 0	394	160 1 3
	" - "	1,379 0 0	25	6 0 3
			148	65 8 4
184	Luton, Girls N. 10	- - -	54	19 8 5
184	Luton, Boys B. 6	- - -	145	94 1 4
184	Luton - W. 6	- - -	232	128 13 8
181	Marston Moretaine and Lidlington N. 4	160 0 0	96	51 9 10
			20	8 0 0
181	Maulden - N. 4	110 0 0	88	38 3 10
180	Meppershall N. *b*	*40 0 0		
181	Millbrook, Infants - N. 10	- - -		*a*
180	Northill - N. 11	126 12 0*e*	48	15 4 5
			51	18 5 0
179	Oakley -Ch. 10	- - -	42	29 1 0
179	Pavenham -Ch. 9	- - -	76	38 18 10
			22	8 10 0
171	Poddington N. 6	50 0 0	86	46 0 6
			32	9 13 4
181	Pulloxhill - N. 6	149 10 0	64	33 8 6
			13	4 4 2
179	Renhold Ch. 11	187 1 3	73	34 7 8
182	Ridgmont Ch. 6	- - -	70	39 5 10
182	Ridgmont - W. *d*			
179	Riseley - N.	103 0 0		
179	Roxton - N. 11	188 0 0	70	32 1 10
180	Sandy - N. 11	373 15 3*e*	182	88 16 8
			205	108 1 2
179	Sharnbrook Ch. 9	- - -	79	38 3 10
181	Shillington - N. 9	302 8 0	71	29 7 0
181	Silsoe - -Ch. 6	- - -	70	24 18 8
179	Souldrop -Ch. 9	- - -	55	26 2 0
178	Staughton, Little - N.	50 0 0		
181	Steppingley N. 9	- - -	40	19 13 10
179	Stevington - B. 7	- - -	50	27 0 2
			15	5 12 6
184	Stopsley - N. 3	232 4 0	34	11 19 11
180	Stotfold - N.	193 0 0		
182	Tebworth - W. 6	297 0 0	30	*e*
182	Tebworth - W. 7	- - -	41	20 19 8
			28	6 0 0
178	Tilbrook - N.	142 0 0		
182	Toddington N. 6	439 4 0	88	45 14 6
182	Toddington W. 7	477 0 0	89	52 7 6
179	Turvey - N. 10	407 10 0	102	48 6 6
			62	22 6 8
181	Westoning - N. 6	85 0 0	63	31 3 10
			33	13 2 6
179	Wilden, Endowed - N.	101 5 0		
179	Willington -Ch. 10	- - -	31	16 0 6
179	Wilshamstead - N.	111 0 0		
182	Woburn - B. 6	- - -	176	101 9 4
179	Yelden - N.	81 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	BERKSHIRE.	£ s. d.		£ s. d.
123	Abingdon - N. 12	400 0 0	222	94 12 8
			71	16 9 2
123	Abingdon, Infant - Ch. 7	151 0 0	117	40 6 1
123	Abingdon - B. 6	- - -	265	156 0 4
123	Abingdon - R. 5	- - -	72	36 1 0
126	Aldermaston Ch. 1	- - -	77	50 5 0
			8	3 6 8
123	Appleton - N.	*35 0 0		
128	Arborfield - N.	65 0 0		
130	Ascot Heath N. 6	423 10 0	144	69 0 2
122	Ashbury - P. 6	119 0 0	75	37 18 0
125	Aston-Tyrold N.	54 0 0		
116	Beech Hill - N. 12	- - -		*a*
126	Beenham - N.	36 0 0		
128	Berkshire Reformatory, at Three Mile Cross.			
130	Binfield - Ch. 6	- - -	177	67 8 6
129	Boyne Hill (Bray) - Ch. 6	- - -	102	34 10 8
130	Bracknell - Ch. 6	150 0 0	83	35 0 4
			82	34 5 2
126	Bradfield - Ch. 1	- - -	15	4 5 10
129	Bray - - N. 6	- - -	98	51 17 8
129	Bray, Holyport - N. 6	252 0 0	98	66 10 10
125	Brightwell - N. 12	50 18 8	102	50 15 10
			24	6 11 8
120	Brimpton - Ch.			
130	Broadmoor Asylum, Children of Servants' - 11	- - -	94	57 3 7
122	Buckland - N. 7	321 0 0	86	27 19 10
126	Burghfield - N. 1	20 10 0	49	14 18 2
124	Challow, East N.	144 0 0		
124	Charlton, Infants - N. 8	- - -	23	6 8 0
120	Chieveley, North Heath N.	*75 0 0		
124	Childrey - W.	106 0 0		
125	Cholsey - N. 6	*62 0 0	83	40 5 6
			23	6 7 6
131	Clewer - N. 3	- - -	77	*e*
122	Coleshill, Earl of Radnor's.			
129	Cookham - N.	368 0 0		
129	Cookham Dean - - N. 6	125 9 0	112	67 15 2
123	Cumnor - N. 12	434 0 0	54	23 14 8
124	Denchworth N. 3	170 0 0	22	5 10 5
123	Drayton - N. 12	124 0 0		*a*
128	Earley - - N. 3	- - -	74	49 4 10
121	Eastbury - N.	218 0 0		
126	Englefield Ch. 1	- - -	75	39 1 0
			16	4 1 8
122	Faringdon - B. 2	- - -	93	49 2 10
			14	5 6 8
122	Faringdon, Girls - - 1	- - -	37	13 16 0
122	Faringdon, Infant -Ch. 1	- - -	143	69 6 4
124	Fawley -Ch. 3	160 16 0	49	35 8 6
			10	2 18 4
128	Finchampstead - Ch. 1	- - -	44	20 17 9
121	Fosbury - Ch. 2	- - -	52	21 6 0
123	Fyfield N. *b*			
120	Greenham - N. 7	16 15 0	51	16 14 4

a Due, but not paid. *b* Removed from inspection. *c* For two years. *d* School closed.
e Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	BERKS—*cont.*	£ s. d.		£ s. d.
124	Hampstead Norris - N.	68 0 0		
124	Hanney - N. 3	177 11 0	34	29 5 4
124	Harwell - N. 3	*50 0 0	54	11 13 7
124	Harwell - W. 6	- - -	40	17 14 4
124	Hendred, East - - N. 3	173 0 0	112	57 14 4
			24	8 13 4
124	Hendred, East, St. Amand's R. 5	228 12 0	37	12 15 0
124	Hendred, West - N. 3	153 5 8	48	21 6 4
			7	2 0 0
124	Hermitage Village - 7	106 4 3	41	21 15 10
123	Hinksey, North - Ch.	133 0 0		
122	Hinton Waldrist - - N.	*30 0 0		
121	Hungerford N. 2	- - -	203	113 16 0
			35	10 15 10
121	Hungerford, New Town Branch - N.			
128	Hurst and Ruscombe N. 3	140 0 0	100	49 3 2
129	Knowl Hill N. 6	226 0 0	99	50 13 2
			13	4 7 6
121	Lambourne N. 2	349 0 0	110	46 17 10
			17	5 0 10
121	Lambourne W. 2	- - -	71	28 4 9
			28	10 6 1
121	Lambourne, Woodlands Ch.			
124	Letcombe Bassett - N. 3	106 0 0	29	10 14 8
124	Letcombe Regis - N. 3	166 4 0	38	15 18 0
122	Longworth - B. 2	- - -	93	25 12 3
			9	0 6 6
129	Maidenhead N. 6	287 1 3	200	105 8 4
129	Maidenhead B. 2	- - -	79	38 13 6
129	Maidenhead, Infant and Sunday - -	150 0 0		
129	Maidenhead W. 2	- - -	182	111 18 0
			19	5 9 2
125	Moreton, North - N. 12	- - -	43	17 18 10
120	Newbury - N. 10	888 0 0	299	144 4 2
120	Newbury - B.	192 17 6		
120	Newbury - U.			
120	Newbury, St. John's, Infants 10	- - -	78	44 14 6
120	Newbury - W. 2	400 0 0	127	65 2 6
123	Radley - Ch. 7	- - -*a*	38	9 18 3
			55	5 2 2
127	Reading - B. 2	- - -	201	110 5 4
127	Reading, Grey Friars - Ch. 10	- - -	425	203 6 2
127	Reading, St. Giles' - N. 10	*150 0 0	245	131 14 8
127	Reading, St. John's, - N. 10	- - -	336	183 7 0
127	Reading, St. Lawrence's P. 10	392 10 0	231	104 8 6
127	Reading, St. Mary's - N. 10	120 0 0		*b*
127	Reading, St. Mary's Episcopal Chapel N.			
127	Reading, Trinity Ch. 10	- - -	111	44 5 2
130	Sandhurst - 6	- - -	156	69 12 1
			15	4 17 6
161	Shilton - N.			
122	Shrivenham N. 12	- - -	107	46 9 6
124	Sparsholt - N.	*40 0 0		
120	Speen (Stockcross) - P. 7	329 8 10	127	61 5 8
126	Stanford Dingley - Ch.			
122	Stanford in the Vale - N. 12	20 0 0	95	46 2 0
123	Steventon - N. 6	214 10 0	114	63 12 0
			26	8 10 7
131	Sunningdale N. 6	209 0 0	150	84 2 10
			27	10 7 6
131	Sunninghill N. 6	65 0 0	156	79 6 7
131	Sunninghill W. 3	- - -	45	28 16 0
			16	6 6 8
128	Swallowfield Ch.	350 0 0		
120	Thatcham - N. 7	225 0 0	109	51 16 4
			14	4 13 4
120	Thatcham - B.	125 0 0		
122	Uffington - N.	80 0 0		
126	Ufton Nervet P.			
125	Wallingford N. 5	328 0 0	256	115 6 0
124	Wantage - N. 7	- - -	279	161 7 6
124	Wantage - W. 2	310 0 0	119	61 2 4
130	Warfield - N.			
128	Wargrave - N.			
128	Wargrave, Crazies Hill N.	150 0 0		
120	Welford and Wickham - N. 7	296 0 0	106	69 12 0
127	Whitley - Ch. 11	289 0 0	32	14 7 10
127	Whitley, Ch. Ch. - - N. 11	490 1 3	192	115 15 10
131	Windsor, New, Royal Free Industrial - - N. 7	1,050 0 0	485	240 10 0
			13	2 17 6
131	Windsor, New - - B. 2	302 6 8	171	91 12 0
131	Windsor, Old - - N. 6	- - -	81	*c*
131	Windsor - U.			
131	Windsor Park, Royal - N. 7	- - -	86	*d*
131	Windsor, St. Anne's - N. 7	322 10 4	92	33 17 0
131	Windsor, St. Mark's - N. *e*			
131	Windsor, St. Mary's, Bier Lane - - N.			
130	Winkfield, Industrial - 6	*70 0 0	94	43 16 6
125	Wittenham, Long - N. 5	160 10 0	71	29 0 5
			26	6 8 4
128	Wokingham - B.	*125 0		
128	Wokingham, St. Paul's Ch. 10	- - -	152	70 2 0
123	Wytham - N. 10	- - -	35	18 5 0
	BUCKINGHAMSHIRE.			
154	Akeley - Ch. 5	36 6 6	47	23 6 4
151	Aston Clinton - N. 4	96 0 0	38	19 6 8
			32	*a*22 15 0
151	Aston Clinton B. 6	- - -	93	64 6 8
151	Aylesbury - N. 1	296 10 0	105	43 18 8
			32	7 18 4
151	Aylesbury, Infant - N. 1	- - -	67	32 9 10
151	Aylesbury - B. 5	- - -	199	116 0 6

a For two years. *b* Due, but not yet paid. *c* Grant refused under Art. 52 *d*.
d No grant claimed. *e* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
151	Aylesbury, St. John's - N. 1	250 0 0	122	44 11 0
154	Beachampton, Endowed - N.			
148	Beaconsfield B.			
151	Bierton - N.	87 0 0		
150	Bledlow - P. 6	- - -	48	20 19 1
153	Bletchley - N.	*50 0 0		
153	Brickhill, Little N.	54 5 0		
156	Brill - - N. 5	- - -	71	5 17 10
153	Broughton - Ch. *a*			
154	Buckingham N. 6	211 6 4	215	102 16 8
154	Buckingham B. 6	- - -	108	52 6 6
151	Buckland, All Saints' - N. 7	146 2 6	36	19 14 8
166	Calverton - Ch. 5	- - -	46	23 1 0
148	Chalfont, St. Giles' - N. *a*			
148	Chalfont, St. Peter's - N. 11	122 17 6		*b*
149	Chalvey - Ch.	260 0 0		
183	Cheddington Ch. 1	- - -	104	43 9 10
			18	2 16 8
148	Chenies - Ch. 1	- - -	46	32 8 0
			18	5 6 8
148	Chesham - N. 10	263 9 11	210	87 17 8
148	Chesham - B. 5	- - -	66	34 7 0
148	Chesham, Waterside Ch. 10	- - -	105	46 9 10
152	Claydon, Botolph - Ch. 5	- - -	28	14 9 4
154	Claydon Park, Middle - N. 6	- - -	35	19 8 0
154	Claydon, Steeple - N. 6	- - -	88	40 19 8
149	Colnbrook and Horton N. 11	625 0 0	102	48 11 5
153	Crawley, North - N.	50 0 0		
151	Cuddington - N. 1	156 10 0	62	30 7 0
149	Datchet - N. 12	- - -	159	100 12 6
149	Dorney - Ch. 5	- - -	46	8 12 7
150	Downeley - W. 5	- - -	68	31 0 6
151	Drayton Beauchamp N.	60 0 0		
152	Dunton - N. *c*	25 0 0		
149	Eton, St. John's - N. 10	554 0 0	284	52 6 8
149	Eton - - U.			
149	Farnham, Royal - N. 11	- - -	49	23 4 6
153	Fenny Stratford - - N. 7	312 0 0	102	48 0 8
153	Fenny Stratford - - B. 10	- - -	123	80 3 8
150	Flackwell Heath - W. 10	- - -	69	36 0 10
149	Fulmer - N. 7	100 0 0	33	12 6 4
148	Gerrard's Cross - - N. 11	- - -	41	17 16 8
152	Granborough N.	90 0 0		
151	Haddenham N. 1	189 0 0	56	29 16 6
			9	4 7 6
151	Haddenham B.	70 0 0		
155	Hambleden - N. 11	- - -	89	36 14 2
			13	3 17 6
153	Hanslope - Ch. 7	- - -	78	39 2 2
150	Hazlemere - 11	- - -	53	22 3 8
154	Hillesden - N. 6	- - -	27	12 5 4
150	Hughenden - N. 10	72 0 0	39	16 12 9
151	Hulcott, All Saints - N. 7	131 0 0	17	10 5 8
149	Iver, Boys - N. 12	102 0 0	45	*d*
149	Iver, Girls and Infants N. 12	100 0 0		*b*
150	Kimble, Great - - N.			
156	Kingsey - N. 1	- - -	23	9 5 7
150	Lane End - W. 4	- - -	55	25 11 6
149	Langley Marish - N. 10	72 0 0	34	14 0 6
148	Latimer Church - Ch. 10	- - -	69	33 12 8
153	Lavendon - N.	*49 0 0		
	,, - ,,	78 0 0		
154	Leckhampstead - - N.	*60 0 0		
	,, - ,,	18 7 6		
148	Lee Common N.	50 0 0		
151	Leonards, St. N.	229 12 0		
183	Linslade - N. 1	313 1 2	153	61 16 8
			56	26 6 8
153	Loughton - N. 5	- - -	11	3 7 6
151	Ludgershall - N. 5	93 0 0	83	25 17 2
150	†Marlow - B. *c*			
150	Marlow, Great - N. 11	294 2 9	270	136 7 8
			38	11 11 8
150	Marlow, Little - N. 11	- - -	68	37 9 0
150	Marlow, Quoiting Place, Infants - 10	- - -	74	34 19 2
			89	38 0 11
154	Marsh Gibbon - - N. 5	160 0 0	14	4 11 9
152	Marston, North - N.	*60 0 0		
147	Marsworth - N.	45 0 0		
183	Mentmore, (Baron Rothschild's) - 6	- - -	77	39 6 2
			11	3 2 6
153	Milton Keynes - Ch.	216 0 0		
150	Monk's Risborough - N. 7	109 0 0	94	58 11 8
152	Mursley - N.	*25 0 0		
152	Nash - N. 5	276 0 0	68	34 5 6
153	Newport Pagnell - - B. 10	*90 0 0	86	40 2 0
153	Newport Pagnell (central) N. 5	147 0 0	193	91 2 4
			46	12 13 4
			123	76 18 10
153	Olney - - N. 5	176 0 0	19	6 10 10
151	Oving - - N. 5	85 5 0	34	14 9 0
148	Penn Street N. *a*			
154	Preston Bissett - - N. 5	243 0 0	80	42 10 0
150	Princes Risborough - N. 7	140 0 0	63	33 18 0
			18	3 16 8
150	Princes Risborough - B. 4	153 0 0	101	65 1 8
151	Quainton (Endowed) - N.			
153	Ravenstone (Endowed) - Ch.	75 7 6		
153	Sherington - Ch. 11	- - -	51	15 15 10
148	Seer Green - N. 11	144 0 0		*b*
155	Skirmett, Infants - - N.			
183	Slapton - P. *a*			
149	Slough, (Boys) N. 12	74 18 9 *e*	66	30 0 0
			83	54 12 0
			19	5 14 2
149	Slough, (Girls and Infants) N. 10	37 10 8	133	23 4 8

a Removed from inspection. *b* Due, but not paid. *c* School closed. *d* Refused under Art. 52 *d*.
e For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
153	Stantonbury-cum-Bradwell - N. 5	965 0 0	223	120 6 0
152	Stewkley - N. 5	374 18 0	121	58 10 0
			34	12 11 8
153	Stoke Goldington - N. 6	*72 0 0	80	39 1 6
			31	8 12 6
183	Stoke Hamond N.	38 0 0		
150	Stoke Mandeville - N.	60 0 0		
149	Stoke Pogis - N. 11	95 0 0	*a*	
166	Stony Stratford - N. 11	- - -*b*	56	18 0 0
			54	16 10 0
166	Stony Stratford, Infants - N. 11	- - -	94	37 8 1
166	Stony Stratford - B. 5	22 13 6	87	36 19 6
152	Swanbourne N.			
149	Taplow - N. 12	166 12 0*b*	56	20 7 6
			60	21 16 4
154	Thornborough N.	42 0 0		
156	Towersey - N.	60 0 0		
164	Turweston - N. 6	105 6 4	51	24 7 8
150	Tyler's Green N. 10	51 0 0*b*	100	39 16 2
			110	39 9 2
149	Upton-cum-Chalvey - N. *e*	359 19 6		
151	Waddesdon - N. 1	275 2 0	63	29 19 0
151	Waddesdon - B. 5	121 0 0	105	41 6 2
153	Walton - N. *d*			
153	Walton and Woughton - N. *d*			
154	Water Stratford - - Ch. 6	58 8 9	33	17 0 0
150	Wendover - N. 1	233 15 6	117	53 10 2
164	Westbury - N. 6	148 17 6	48	19 4 0
152	Whaddon - N.	28 0 0		
152	Whaddon, (Mr. S. Lowndes'). *e*			
151	Whitchurch N.	129 7 6		
151	Whitchurch W. 4	170 0 0	49	28 1 6
183	Wing - N. 1	- - -	120	52 1 6
151	Wingrave and Rowsham - Ch.	100 0 0		
150	Winslow - N.	*80 0 0		
	" - "	26 17 8		
152	Winslow - P.			
153	Woburn Sands - N. 7	- - -	123	56 17 10
166	Wolverton - N. 5	- - -	45	29 18 6
166	Wolverton End, St. Mary's - Ch. 11	- - -	91	42 12 0
166	Wolverton New Station B. 5	- - -	247	128 15 10
			40	11 16 8
150	Wooburn - N. 11	200 0 0	117	51 1 10
			23	6 19 2
150	Wooburn, Infants - N.	83 2 6		
150	Wycombe, High - - N. 11	1,176 0 0*b*	270	114 5 1
			269	106 0 6
150	Wycombe, High - - B. 4	*400 0 0	278	110 1 3
	" "	54 0 0		
150	Wycombe" - U.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	CAMBRIDGESHIRE.	£ s. d.		£ s. d.
190	Aldreth - in-Haddenham - *e*	*20 0 0		
188	Balsham - Ch. 11			*a*
140	Barrington - N.	161 0 0		
186	Barton - N.	27 15 0		
140	Bassingbourne N.	*60 0 0		
140	Bassingbourne B.	*60 0 0		
189	Bottisham - N. 2	150 0 0	78	38 5 4
189	Bottisham Lode - - N. 2	118 2 6	100	48 6 2
185	Bourn - - P.	143 10 0		
189	Brinckley - N.	65 0 0		
189	Burwell, Boys			
189	Burwell, Girls P. 3	283 11 0	78	32 3 0
189	Burwell - B. 7	140 15 0	101	39 2 6
189	Burwell, St. Andrew's - N. 3	76 10 0	36	16 4 10
187	Cambridge, Barnwell - N. 5	*210 0 0	324	145 5 10
	" "	434 4 4		
187	Cambridge, Barnwell Abbey - N.	605 0 0		
187	Cambridge - B. 7	464 0 0	453	237 8 11
186	Cambridge, Industrial - N.	201 10 0		
187	Cambridge, King Street N. 5	178 0 0	202	91 19 2
				*f*20 0 0
187	Cambridge, Pound Hill, Infants - Ch.	33 0 0		
187	Cambridge, St. Giles' - N. 5	200 0 0	234	118 0 10
187	Cambridge, St. Paul's (Russell St.) N. 5	533 1 2	409	166 6 0
187	Cambridge, St. Paul's, Infants (Union Rd.) N.	100 0 0		
187	Cambridge, St. Peter's (Castle End) N. 5	21 0 6	155	84 17 4
187	Cambridge, Union Road R. 11	- - -*b*	55	29 18 0
			10	3 0 0
			54	27 16 8
188	Castle Camps Ch.	89 17 4		
185	Caxton - N.	201 12 0		
191	Chatteris, Boys - - B.			
191	Chatteris, Girls - B. 7	- - -	64	25 14 8
191	Chatteris, Infants - B. 7	- - -	71	35 7 6
191	Chatteris, Infants - Ch. *g*	70 0 0		
191	Chatteris, Slade Lode, Infants, Ragged - 7	157 0 0	57	27 11 2
186	Chesterton - N.	144 0 0		
189	Cheveley - N.	140 7 6		
186	Comberton - N.	110 16 0		
177	Conington - N.	53 0 0		
186	Coton - - N.	49 0 0		
186	Cottenham - B. 7	- - -	24	97 14 0
185	Croxton (St. Neots) - Ch. 3	- - -	51	23 4 4
185	Croydon (near Royston) - N.	254 0 0		
186	Ditton, Fen - N.	97 0 0		

a Due, but not paid. *b* For two years. *c* School sold. *d* Removed from inspection.
e School extinct. *f* Retiring pension. *g* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
189	Ditton, Wood N.	133 0 0		
188	Duxford - N. 2	188 14 9	46	*a*
193	Elm - - N. 3	259 0 0	52	20 15 10
185	Elsworth - N. 2	187 0 0	86	22 2 10
190	Ely, Boys (Silver Street) N. 5	1,206 15 4	177	90 6 8
			39	12 9 2
190	Ely, Girls - N. 5		156	66 3 0
190	Ely, Infants (Broad St.) N. 5	480 0 0	136	58 11 0
190	Ely, Market St. - - Ch. 5	135 0 0	163	74 7 0
190	Ely, Stuntney N.	63 0 0		
189	Fordham - N. 3	168 0 0	64	29 13 2
			23	6 9 2
186	Fulbourn - N. 2	189 5 6	115	47 1 2
185	Gamlingay - N.	160 0 0		
185	Gransden, Little - N.	132 0 0		
140	Guilden, Morden - N. 4	150 0 0	88	40 17 10
190	Haddenham, Arkenstall's Endowed - Ch.	127 18 0		
190	Haddenham, Girls Industrial - N. 3	188 15 4	120	51 4 2
			22	6 13 4
190	Haddenham B.			
186	Horningsey N. 2	60 15 0	40	19 17 2
186	Impington - N.	55 0 0		
189	Isleham - N.	230 0 0		
			96	7 4 8
189	Kirtling - P. 1	- - -	20	6 5 0
188	Linton - N. 4	- - -	180	101 5 2
140	Litlington - N. 4	243 0 0	58	20 12 11
			192	88 16 10
190	Littleport - N. 3	464 13 4	33	10 14 2
186	Madingley - N.	50 0 0		
191	March - N.			
191	March, Infants - N.			
140	Melbourne, Ayloffe's - Ch.	90 0 0		
193	Murrow - Ch. 10	95 3 9	36	12 17 8
189	Newmarket, All Saints - N. 3	273 0 0	108	8 1 1
189	Newmarket B. 7	- - -	54	29 18 4
186	Oakington - N.	*50 0 0		
	" - "	10 0 0		
193	Outwell, Infant - N.	50 0 0		
177	Over - - N. 5	176 5 0	68	27 0 0
177	Over - - B. 3	- - -	83	37 15 8
185	Papworth, St. Agnes, - Ch. 1	- - -	30	13 6 10
			6	2 6 8
192	Ponds Bridge N. 2	- - -	80	29 14 9
			153	73 14 10
190	Prickwillow N. 3	226 10 0	24	9 15 0
186	Rampton - N.	36 0 0		
189	Reach - Ch. 2	- - -	53	22 0 10
188	Sawston - N.	48 0 0		
186	Shelford, Great and Little - N. 2	154 0 0	103	45 9 2
189	Soham - - N. 4	473 0 0	89	41 15 6
186	Stapleford - N. 2	115 1 0	62	29 15 2
140	Steeple-Morden - N. 3	194 16 3	92	50 13 6
			102	33 15 10
190	Stretham - N. 1	- - -	24	8 1 8
			49	19 17 4
190	Sutton - - N. 4	528 10 0	15	6 0 10
189	Swaffham, Bulbeck - N.	54 0 0		
189	Swaffham Prior - - N. 1	- - -	64	18 0 0
			89	50 14 2
177	Swavesey - N. 5	316 0 0	19	5 7 6
186	Teversham - N. 2	199 0 0	39	6 17 1
175	Thorney Abbey - - N. 7	- - -	180	78 5 6
185	Toft and Caldecote - N. 1	*25 0 0	56	18 6 9
186	Trumpington N. 4	362 10 0	102	38 15 1
			14	2 19 11
193	Tyd, St. Giles' - N. 9	- - -	63	22 2 8
193	Upwell, Christ Church - N. 4	- - -	39	21 14 7
186	‡Waterbeach P.			
192	Whittlesea, St. Mary's and St. Andrew's - N. 2	410 7 6	195	75 4 0
188	Whittlesford N. 2	377 0 0	74	*a*
189	Wicken - Ch. 1	- - -	99	44 10 1
			44	17 3 4
186	Wilbraham, Little - N.	82 10 0		
190	Wilburton - N. 2	*29 0 0	57	27 18 4
	" - "	216 0 0	19	6 12 6
186	Willingham E. 3	- - -	125	67 10 10
193	Wisbeach, Boys - B. 4	218 13 4	204	108 18 8
193	Wisbeach, Girls - B. 4	150 0 0	86	47 3 4
193	Wisbeach, Infants - B. 4	- - -	102	56 11 2
193	Wisbeach, St. Mary's - N. 10	- - -	53	20 14 10
193	Wisbeach, St. Peter's N. 4	256 4 10	325	61 17 8
193	Wisbeach, Thorney Toll District - N. 10	- - -	27	9 19 4
190	Witchford - N. 2	60 0 0	79	26 10 10
188	Wratting, West - - N. 2	287 0 0	73	13 4 8
175	Wryde Croft N. 7	- - -	43	19 9 8
	CHESHIRE.			
458	Acton - - N. 6	582 13 4	188	118 2 10
453	Adlington - N. 10	158 0 0	49	17 9 10
453	Alderley, Endowed, Boys - - 11	- - -	28	14 0 0
453	Alderley (Lady Stanley's), Girls - Ch. 11	- - *b*	72	45 3 5
			69	41 16 8
453	Alderley Edge - - 2	- - -	138	75 12 6
453	Alderley, Over - - N. 11	25 0 0	45	22 1 6
459	Aldford - Ch. 7	- - -	60	30 2 6
457	Alsager - N. 3	- - -	85	43 15 0
454	Altrincham - R. 6	- - -	86	40 0 0
454	Altrincham, St. George's Jubilee - N. 2	648 18 9	247	146 18 7
			20	4 8 4
454	Altrincham - W. *c*			
454	Altrincham and Bowdon Downs B. 1	- - -	192	111 6 6
455	Alvanley - Ch. 4	- - -	50	33 12 2
			18	5 16 8

a Refused under Article 52 *d*.

b For two years.

c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
455	Antrobus - N.	147 3 6		
455	Appleton, Mixed - N. 5	- - -	40	21 4 2
454	Arley, Middle N. 5	- - -	34	19 16 0
454	Ashley - Ch. 11	- - -	56	36 0 6
459	Ashton Hayes, Ch. 5	- - -	65	9 8 10
			7	1 2 11
457	Astbury - N. 3	266 0 0	122	76 4 8
458	‡Audlem, Boys P.			
458	Audlem - N. 6	230 15 6	154	90 10 4
			14	5 1 8
459	Backford - N.	100 0 0		
456	Barnton - N. 5	265 0 0	152	62 18 3
459	Barrow - N. 3	170 13 9	73	36 6 8
458	Barthomley N. 10	152 0 0	62	36 6 0
460A	Bebington - N. 11	*75 0 0*a*	155	55 13 9
			164	93 5 0
460A	Bebington (Higher) - N. 11	- - -	77	40 9 10
458	Bickerton - N. 11	75 0 0	48	23 5 8
460B	Bidstone - N. 11	*53 0 0	42	11 17 8
	,, - ,,	55 0 0		
460A	Bidston, Moreton - Ch.	226 0 0		
460B	‡Birkenhead, Argyle St., Infants - N.			
460B	‡Birkenhead, Back Chester Street - N.			
460B	Birkenhead, Hamilton, Eng. Pres. 9	- - -	89	41 5 6
460B	‡Birkenhead, Market St., Boys - - N.			
460B	Birkenhead, Our Lady & St. Edward's R. 6	1,101 0 0	142	47 9 2
460B	‡Birkenhead, Priory St., Girls and Infants N.			
460B	Birkenhead, St. Andrew's Pres. 9	- - -	293	120 19 0
460B	Birkenhead, St. Anne's - N. 1	550 2 6	397	177 17 10
460B	Birkenhead, St. Anne's Branch, Infants - *b*			
460B	Birkenhead, St. James' Ch. 1	499 10 0	202	102 1 2
460B	Birkenhead, St. John's - N. 1	480 0 0	338	182 2 0
			11	2 12 6
460B	Birkenhead, St. Lawrence's - R. 6	- - -	531	294 15 2
460B	Birkenhead, St. Mary's Ch. 1	150 0 0	399	204 11 8
460B	Birkenhead, St. Mary's, Old Chester Road - - Ch. 1	- - -	92	37 6 10
460B	Birkenhead, St. Patrick's R. *c*			
460B	Birkenhead, St. Peter's N. 1	496 0 0	336	184 9 10
460B	Birkenhead, St. Werburgh's - R. 6	- - -	380	205 11 2
460B	Birkenhead, Holy Trinity, (Ragged) - Ch. 1	500 0 0	209	109 19 6
460B	Birkenhead - W. 9	954 0 0	248	124 15 8
453	Bollington - N. 10	*250 0 0	255	163 6 2
	,, - ,,	374 0 0	25	8 4 2
453	Bollington - W. 2	256 0 0	172	114 19 6
453	Bollington Cross - - N. 10	241 0 0		*d*
454	Bollington, near Rostherne Ch. 11	197 0 0	55	27 0 8
453	Bosley - N. 10	216 0 0	42	17 11 8
459	Boughton, St. Paul's - N. 4	831 14 0	271	151 11 4
454	Bowdon - N. 2	162 0 0	78	65 12 8
454	Bowdon, Hale Barns N.	228 10 0		
457	Bradwell Reformatory.			
452	Bredbury, St. Marks - N. 7	322 10 0	171	86 16 10
			61	24 9 2
460B	Brighton, New - - N. 10	- - -	197	114 9 4
453	Broken Cross, St. Thomas' N. 10	100 0 0	70	30 19 10
460A	Bromborough N. 11	- - -	90	42 1 10
454	Broom Edge Ch. 6	- - -	61	28 14 2
455	Budworth, Great - Ch. 6	540 0 0	103	41 6 6
			82	44 14 8
457	Buglawton - N. 3	258 0 0	13	5 15 10
458	Bunbury, Aldersey - N. 11	50 0 0	104	43 0 0
458	Bunbury, Girls - - N. 11	47 17 6	116	61 12 6
460A	Burton, Bishop Wilson's - N.	93 0 0		
454	Carrington, Earl Stamford's - N. 12	- - *a*	80	49 7 3
			90	45 0 8
474	Castle Hall (Staleybridge) - N. 9	- - -	210	115 10 6
456	Castle Northwich - - Ch. 6	249 15 6	109	53 0 6
452	Cheadle - N. 10	*90 0 0	141	54 14 2
	,, - ,,	68 12 6		
452	Cheadle Hulme Ch. 7	- - -	64	32 11 8
453	Chelford - Ch. 4	- - -	51	23 0 8
459	Chester - B. 9	- - -	164	82 1 0
459	Chester, Ch. Ch. N. 4	195 12 0	173	82 19 11
459	Chester, Consolidated, Girls' 4	- - -	105	54 7 4
459	Chester, Kale Yard, Infants 4	- - -	104	55 2 6
459	Chester, Model 3	316 0 0	109	59 14 8
459	Chester, Ragged and Indust.			
459	Chester, St. John's - N. 4	- - -	87	56 10 6
459	Chester, St. Mary's - N. 4	692 13 0	305	177 0 1
459	Chester, St. Mary's (Handbridge), Infts. - Ch. 4	- - -	126	64 17 0
			23	7 5 10
459	Chester, St. Olave St., Ragged.			
459	Chester, St. Oswald's, Diocesan N. 4	170 0 0	194	115 15 10

a For two years. *b* School closed. *c* Transferred to Birkenhead, St. Werburgh's, R.C.S.
d Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
459	Chester, St. Werburgh's R. 4	- - -	139	51 9 0
			29	5 4 5
459	Chester, Trinity - P. 5	- - -	51	20 0 11
459	Chester - W. 10	500 0 0	291	151 11 10
			16	6 10 0
459	Christleton - P. 4	208 16 0	140	91 10 2
457	Church Lawton - - N. 3	117 13 4	60	22 3 6
457	Church Lawton, Girls' Industrial. *a*			
458	‡Church Minshull. N.			
459	Clutton - N.	*50 0 0		
452	Compstall, St. Paul's - N. 9	- - -	143	87 5 2
457	Congleton, St. James' - N. 3	666 15 5	316	174 14 8
			63	23 9 2
457	Congleton, St. Peter's - N. 3	- - -	107	46 15 10
457	Congleton, St. Stephen's - N. 3	367 0 0	144	65 18 4
			37	15 12 6
457	Congleton (Wagg St.) W. 2	- - -	166	86 5 10
			15	5 5 10
457	Congleton, Infants - W. *b*			
458	Coppenhall - N. 10	464 0 0	184	111 2 6
458	Coppenhall, Infants - N. *c*	53 6 8		
458	Coppenhall, Monks, New Street - Ch. 10	- - -	74	24 11 1
458	Cotebrook - N.	83 11 3		
457	Cranage - N. 6	- - -	100	56 6 6
458	Crewe - - N. 10	- - -	720	379 14 10
			32	10 5 0
458	Crewe Green Ch. 10	- - -	110	57 10 0
458	Crewe, High Town - W. 10	- - -	266	87 16 8
458	Crewe - Pres. 10	- - -	182	82 15 8
458	Crewe, St. Mary's - R. 6	- - -	75	46 6 8
458	Crewe - - W. 10	359 10 0	316	187 6 10
456	Dane Bridge N. 5	529 4 0	118	53 16 0
456	Davenham - N. 5	864 0 0	135	82 19 4
			11	4 14 2
454	Dean Row - B. *See* Wilmslow, Dean Row.			
456	Delamere - N. 4	176 0 0	76	40 3 0
451	Disley - - N. 4	- - -	116	57 19 8
474	Dukinfield, Factory - B. 12	- - -	127	57 1 4
474	Dukinfield, Moravian - 12	352 2 6	266	169 14 10
474	Dukinfield, St. John's - N. 9	665 15 0	227	123 8 10
			53	21 19 2
474	Dukinfield, St. Mark's - N. 9	702 3 4	275	177 6 4
			67	26 4 2
474	Dukinfield, St. Mark's, Wharf St., Lower, Infants - N. 9	113 0 0	90	48 12 10
454	Dunham Massey, St. John the Evangelist - N. 2	756 0 0	122	71 11 5
454	Dunham Massey, St. Margaret's, Infants - N. 11	- - -	176	80 15 6
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
460A	Eastham - N. 11	316 1 1	116	79 1 0
453	Eaton, Ch. Ch. - - N. 10	- - -	60	38 17 0
452	Edgeley (Stockport) R. 11	473 2 6	261	148 14 0
			272	85 5 0
452	Edgeley - W. 10	- - -	227	112 18 2
460A	Ellesmere Port - - N. 11	45 0 0	60	30 9 2
457	Elworth, St. Peter's - N. 6	80 0 0	77	33 10 0
458	Faddiley - N. 10	124 0 0	52	19 9 6
459	Farndon - P.			
460A	Frankby - Ch. 10	- - -	62	32 8 0
455	Frodsham, Endowed - N. 4	- - -	121	47 10 0
455	Frodsham, Girls and Infants - N. 4	*100 0 0	167	60 0 8
	" " -	99 10 0		
452	Gee Cross, St. Paul's - N. 7	- - -	62	33 16 10
			16	4 5 0
452	Gee Cross, Undl. 6	- - -	143	79 7 2
			28	9 16 8
474	Godley-cum-Newton Green - N. 10	473 0 0	207	111 16 0
			49	14 10 10
456	Goostrey - N. 6	300 0 0	64	32 16 0
466	Grappenhall N. 5	236 0 0	124	74 5 4
455	Halton - P. 7	- - -	73	41 16 6
455	Halton, Grammar - - 7	- - -	39	*d*
459	Handbridge, Infant - Ch. *See* Chester, St. Mary's.			
452	Handforth - N. 4	175 0 0	61	12 11 9
			10	1 5 0
459	Handley - Ch. 11	- - -	27	12 19 4
456	Hartford - N. 5	*78 0 0	113	60 9 10
	" - "	109 7 0		
459	Harthill - - 4	- - -	66	45 5 11
458	Haslington - N. 10	648 0 0	176	110 3 8
457	Hassell Green W. 2	- - -	58	36 15 6
452	Hatherlow - B. 11	- - -	63	35 3 8
			10	3 15 0
452	Hazel Grove W. 10	- - -	203	116 8 8
			57	22 5 10
455	Helsby - N.	100 0 0		
453	Henbury - Ch. 10	- - -	47	13 7 4
460A	Heswall - W. 12	- - -	62	22 13 5
474	Hollingworth N. 10	245 15 0	88	60 16 0
459	Hoole, All Saints - N. 4	- - -	59	24 4 0
460A	Hoyle Lake N. 10	256 19 2	140	74 11 0
457	Hulme Walfield - - N.			
453	Hurdsfield, Lower, Boys and Infants N. 10	375 14 0	244	109 9 1
			22	7 13 4
453	Hurdsfield, Upper, Girls N. 10	470 0 0	69	38 2 0
			26	9 0 0
459	Huxley - N.	54 0 0		
474	Hyde, Flowery Field - B. 1	- - -	377	210 13 5
452	Hyde, St. George's - N. 7	*300 0 0	236	145 3 10
			26	11 10 0
452	Hyde, St. Paul's - R. 6	- - -	166	87 6 6
452	Hyde, St. Thomas' - Ch. 7	- - -	97	37 0 10
			83	38 0 8
459	Ince - - N. 7	- - -	13	3 10 10
			67	41 6 6

a Removed from inspection. *b* Incorporated with Congleton, Wagg St., W. S. *c* School extinct.
d Refused under Article 52 *d*.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
459	Kelsall, St. Philip's - N.	60 0 0		
463	KettleshulmeN.	207 0 0		
457	Key Green - Ch.			
455	Kingsley and Newton - N. 6	179 5 0	89	7 18 5
460A	Kirby, West N. 10	- - -	61	35 2 6
454	Knutsford, Boys - - N. 11	- - -	101	58 6 0
			20	4 11 8
454	Knutsford, Girls - Ch. 11	- - a	63	30 16 4
			66	33 5 10
454	Knutsford (Lady Egerton's) Ch.		12	3 5 0
466	Latchford - N. 5	115 16 0	65	30 10 10
466	Latchford, St. James - Ch. 5	- - -	216	111 16 6
			14	15 5 0
456	Lees - - N.	*35 0 0		
456	Leftwich, Infants - - N. 5	45 0 0	39	19 6 4
454	Legh, High Ch. 11	18 1 6	69	41 2 0
458	Leighton and Minshull-Vernon - N. 10	360 17 10	59	31 16 6
453	Lindow Common - 2	- - -	75	37 0 6
			177	84 9 4
460B	Liscard - N. 10	150 0 0	14	3 15 0
460B	Liscard, St. Alban's - R. *b*			
456	Lostock Gralam - - N. 6	149 16 0	107	56 4 8
454	Lymm - - N. 5	110 0 0	240	132 3 6
			26	8 13 5
453	Macclesfield, Ch. Ch., Boys N. 10	- - -		
453	Macclesfield, Ch. Ch., Girls and Infants - N. 10	650 16 10	352	182 13 0
			70	26 11 8
453	Macclesfield, Ch. Ch. (Crompton Road) - N. 10	253 6 8	128	65 13 6
			39	15 0 10
453	Macclesfield, Mill Street W. *c*			
453	Macclesfield, Old Ch. - N. 10	153 15 0	249	134 2 4
453	Macclesfield, St. Alban's R. 6	- - -	144	73 2 2
			60	18 0 0
453	Macclesfield, St. Paul's - N. 10	439 8 8	183	98 4 8
			30	8 0 0
453	Macclesfield, St. Peter's - N. *c*	436 3 4		
363B	Maesfen - Ch. 11	- - -	74	46 10 10
363B	Malpas (Allport's Endowed) - N. 11	- - -	119	69 5 0
459	Marlston-cum-Lache - N. *d*	*20 0 0		
452	Marple - N. 9	*160 0 0	89	50 7 8
452	Marple (High Lane) - N. 10	221 2 6	154	84 19 4
452	Marple, The Albert - B. 11	- - -	198	114 10 2
456	Marston - N. 5	- - -	66	41 0 0
456	Marton - N. 10	46 0 0	40	14 12 8
454	Mere (Mrs. L. Brooke's) - N. 11	- - -	116	50 2 10
456	Middlewich N. 6	*70 0 0		
456	Middlewich - W. *c*	1,111 10 0	325	171 5 3
474	Millbrook, St. James (Staley) - - N. 6	256 0 0	55	35 15 0
474	Millbrook, St. James, Branch Ch. 6			
457	Mossley - N.	250 0 0		
474	Mottram-in-Longdendale N. 10	85 13 0	100	47 19 0
456	Moulton - N. 5	38 0 0	40	14 16 0
458	Nantwich - N. 6	*240 0 0		
	" - "	174 15 6	282	145 10 6
458	Nantwich - W. 10	551 5 0	196	110 12 8
460A	Neston - N. 11	837 0 0	121	61 15 4
460A	Neston, Little Ch. 11	- - -	63	20 5 5
460A	Neston, Little, General - 1	- - -	173	84 16 4
460A	New Ferry - N. 11	556 0 0	203	103 8 4
474	Newton-in-Mottram - N. 10	536 0 0	85	59 11 8
452	Norbury - N. 4	213 0 0	129	72 3 4
454	Northenden N.	40 0 0		
453	North Rode Ch. 4	- - -	47	3 19 6
456	Northwich - R. 5	- - -	99	49 0 0
			60	20 0 0
456	Northwich, Weaver Navigation - Ch. 6	- - -	211	131 14 0
			25	9 14 2
456	Northwich - W. 10	- - -	147	72 17 4
455	Norton, Bridgwater Canal Ch. 7	- - -	77	42 2 2
457	Odd Rode - 3	- - -	120	61 11 10
456	Oulton Park N. 12	- - -	132	80 9 10
456	Over - - N. 5	623 0 0	145	78 15 0
			16	5 5 0
456	Over Lane - W. *c*			
454	Over Peover Ch.			
460B	Oxton - - N. 11	542 6 8		*e*
460A	Parkgate, Infant - - Ch. 11	144 0 0	26	12 12 2
452	Portwood, St. Paul's - N. 4	512 16 3	133	60 10 10
452	Portwood - W. 10	1,284 0 0	482	269 10 8
460B	Poulton-cum-Seacombe, Infant - 10	- - -	19	8 9 10
453	Poynton, Lord Vernon's - 9	- - -	271	155 0 10
			26	10 1 8
453	Rainow - N.	170 0 0		
460B	Rock Ferry, St. Ann's - R. 6	- - -	88	36 17 5
458	Rockwood - Ch. 10	- - -	104	53 17 5
457	Rode Heath N. 3	- - -	61	23 0 8
452	Romiley - N. 9	528 0 0	114	67 8 10
454	Rostherne N. 11	- - - *a*	81	34 6 4
			91	44 9 4
456	Rudheath - N. 5	- - -	89	50 8 4
455	Runcorn, Floating Church 7	- - -	34	18 6 10
455	Runcorn, Holy Trinity - N. 7	395 10 0	415	208 0 4
455	Runcorn - R.			
455	Runcorn, New Town Mission 7	- - -	82	43 9 8
455	Runcorn - N. 7	- - -	333	176 1 6
			43	13 2 6
455	Runcorn - W. 10	509 10 0	344	168 3 10
454	Sale, St. Anne's Ch. 11	239 3 9	118	74 1 10

a For two years. *b* Removed from inspection. *c* School closed. *d* School extinct.
e Due, but not paid.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
454	Sale, Township - B. 1	- - -	122	5 0 0
459	Saltney-cum-Lache - N. 4	191 0 0	93	11 3 4
457	Sandbach - N. 6	596 3 4	332	183 18 2
457	Sandbach Heath N. 6	- - -	53	28 4 0
459	Sanghall, Great N. 4	- - -	68	44 18 0
460B	Seacombe - N. 10	733 5 0	215	131 1 6
460B	Seacombe (Wallasey) Mission House - - 9	- - -	127 32	66 1 4 12 0 0
460B	Seacombe, St. Joseph's - R. 6	- - -	60	19 3 1
460B	Seacombe - W. 9	735 0 0	217	115 15 8
454	Shadow Moss N.	*30 0 0		
454	Sharstone - N. 11	273 15 0	100	50 9 0
453	Siddington and Capesthorne N. 10	321 10 0	86	31 19 2
457	Smallwood - N. 3	160 10 0	70	40 1 6
474	Staleybridge Factory - B. 3	- - -	189	141 15 0
474	Staleybridge, St. Paul's - N. 9	600 0 0	149	91 11 0
474	Staleybridge, St. Peter's - R. 6	- - -	302	155 7 10
474	Staley Millbrook, St. James's - N. *See* Millbrook.			
452	Stockport - N. 7	49 0 0	462 23	209 17 6 8 5 10
452	Stockport, Brentnall, St. W. 10	- - -	229	99 13 9
452	Stockport - B. 10	250 0 0	118	66 15 6
452	Stockport, Gt. Moor - Ch. 9	- - -	69 27	30 10 2 10 4 2
452	Stockport, Ragged and Industrial.			
452	Stockport - R. 6	1,689 0 0	408 276	201 2 11 83 16 8
452	Stockport, St. Peter's - N. 7	247 0 0	79	42 16 0
452	Stockport, St. Thomas' - N. 7	*750 0 0 11 10 0	318 64	162 19 0 25 18 4
455	Stockton Heath Ch. 5	- - -	162 10	79 12 10 3 18 4
455	Stretton - N. 5	- - -	99	71 15 2
454	Styal, The Oak B. 2	- - -	123	75 2 8
460A	Sutton-in-Hooton - N. 11	218 0 0	*a* *b*10 0 0	
460A	Sutton - Pres. 10	- - -	67	29 11 8
453	Sutton, St. George's - N. 10	263 6 8	281 41	136 4 2 14 12 6
453	Sutton, St. George's, Infant and Sunday -	*400 0 0		
453	Sutton (Higher) St. James' - N.	*150 0 0		
454	Tabley, Nether Ch. 11	- - -	48	30 17 6
458	Tarporley - N. 5	324 0 0	146	80 4 0
459	Tarvin - N. 3 " - "	*77 0 0 323 2 0	90	39 15 6
459	Tattenhall - N. 4	560 0 0	62	19 13 4
459	Tattenhall - B. 6	- - -	110	66 1 6
453	Taxall and Fernilee - N.	214 0 0	91	51 0 0

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
460A	Thornton Hough, All Saints Ch. 11		*a*	
453	Tilston - Ch. 12		*a*	
454	Timperley - N. 11	471 0 0*c*	150 145	72 15 0 69 1 4
474	Tintwistle - N. 10 " - "	*195 0 0 118 17 4	76	44 5 4
474	Tintwistle - B. 10	200 0 0	95	42 0 0
460B	Tranmere (Limekiln Lane) - Ch. 11	295 10 10	—	*a*
460B	Traumere Pres. 9	- - -	129	79 8 6
460B	Traumere, St. Catherine's N. 11	839 12 0	— —	*a* *d*5 0 0
460A	Upton - Ch. 10	- - -	66 33	34 8 0 10 4 2
459	Upton, St. Mary's - N. 4	70 0 0	63	31 11 4
458	Utkinton - N. 5	45 0 0	33	18 9 8
474	Vale House - Ch. *e*			
460B	Wallasey Ch. 10	- - -	106	58 7 4
458	Warmingham - Ch. 10	- - -	88	48 16 8
456	Weaverham N. 5	400 0 0	192	105 8 10
474	Wedneshough Green - Ch. 11	- - -	95	49 12 0
455	Weston Point Ch. 7	- - -	63	36 12 8
455	Weston (Runcorn) - Ch. 7	167 13 0	91	47 12 0
455	Weston - W. 10	- - -	48	25 0 2
456	Wharton - N. 5	426 10 0	201	112 13 4
457	Wheelock, - Ch. 6	- - -	51	22 8 2
456	Whitegate, Girls - 6	- - -	29	21 15
453	Whiteley Green N. 10		*a*	
454	Wilmslow - N. 4	462 10 0	172 47	66 18 0 15 14 2
454	Wilmslow, Dean Row - B. 2	281 15 10	71	43 0 4
454	Wilmslow, Independent and Infant B. 2	- - -	157	86 3 8
456	Wmsford (Weaver Navigation) - N. 5	153 0 0	161	79 10 6
456	‡Winsford - W. *f*			
456	Witton - N. 6	193 10 0	313	173 18 6
459	Woodbank - N.	*30 0 0		
457	Woodcock's Well (Mow Cop) - N. 3	345 18 0	147	73 4 4
453	Woodford - N. 5	123 0 0	34	16 9 8
452	Woodley, Public - 10	- - -	82 21	48 17 10 6 4 2
458	Worleston - N. 6	40 0 0	61	31 11 8
458	Wybunbury (Broad Lane) N. 6	- - -	77	42 6 0
458	Wybunbury, Delve's Charity - - 6			
458	Wybunbury, Girls - Ch. 6	- - -	58	19 5 0
	CORNWALL.			
307	Agnes, St. - P. 10	- - -	72	30 6 8
307	Agnes, St. - B. *e* " - "	*250 0 0 126 10 0		

a Due, but not paid. *b* Additional grant for 1869 *c* For two years. *d* Paid under Article 90[1] (1).
e School extinct. *f* School closed.

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
301	Altarnun - N. 5	*32 0 0	43	11 10 11
309	Ashton, Infant.			
306	Austell, St. - N. 10	*150 0 0	259	118 0 4
	" - "	25 0 0		
306	Austell, St. - B. *a*	*100 0 0		
307	Baldhu - N. 10	120 0 0	96	41 2 0
306	Biscovey (Par.) N.	87 15 0		
306	Blazey, St. - N. 10	347 19 3	96	41 18 11
304	Bodmin - N. 7	377 2 6	181	81 3 3
			19	7 3 2
304	Bodmin - W. 7	- - -	78	34 16 0
300	Boscastle - N. 5	50 0 0	56	18 16 1
311	Bottoms, St. Levan - W. 6	228 0 0	43	30 0 0
309	Breage, St. - N. 7	*125 0 0	63	38 3 7
	" - "	50 0 0		
300	Brevard, St. N. 5	- - -	46	25 0 6
299	Budchaven - Ch. 5	- - -	106	69 12 6
308	Budock - N. 5	- - -	80	48 1 6
311	Buryan, St. - N. 7	139 0 8	88	46 17 8
303	Callington - N. 4	120 0 0	159	45 10 2
			38	10 19 0
290	Calstock - N. 4	430 0 0	110	44 10 7
			38	10 5 2
310	Camborne - B. 6	*150 0 0	233	100 4 3
	" - "	78 13 4		
310	Camborne, St. John's - R. 7	- - -	42	10 17 5
310	Camborne Town - N. 7	318 17 0	257	96 15 7
			23	6 15 5
300	Camelford - N. 5	200 0 0	82	27 11 10
304	Cardynham N. *a*	*50 0 0		
309	Carnmenellis N. 6	- - -	86	34 15 6
312	Carn Thomas, St. Mary's - N. 7	- - -	59	15 9 7
302	Cawsand and Kingsand - Ch. 12	- - -	85	23 19 1
307	Chacewater N. 10	268 0 0	110	45 11 2
306	Charlestown (St. Austell) W. 7	- - -	66	28 16 0
309	Clowance (Boys) N. 6	- - -	89	37 17 2
			6	0 15 0
301	Coads Green (Launceston) W. 7	- - -	30	6 10 2
308	Constantine B. 7	*70 0 0	142	49 11 2
	" - "	128 8 4		
309	Crowan (Girls)" N. 6	112 0 0	52	23 1 2
			6	2 8 4
305	‡Cubert - Ch.			
309	Cury - Ch.			
310	Cusgarne - N.	84 0 0		
300	Delabole - W. 5	- - -	61	26 3 10
			7	2 9 2
306	Dennis, St. Ch. 10	- - -	62	27 19 4
307	Devoran - N. 6	65 0 0	57	22 9 2
307	Devoran - W. 7	- - -	88	40 18 4
302	Devyock - N.	114 0 0		
303	Dominick, St. N.	210 12 0		
301	Egloskerry - Ch. 4	- - -	53	6 2 8
305	Enodor, St. - N. 10	88 7 0	75	34 18 10
311	Erth, St. - P. 7	167 11 0	108	43 3 1
305	Ervan, St. - N. *b*	200 0 0		
306	Ewe, St. - N. 10	- - -	80	45 0 6
308	Falmouth - N. *b*	12 8 6		
308	Falmouth - B. 7	- - -	433	196 14 10
308	‡Falmouth, Girls, New B.			
307	Feock, St. - N. 6	65 0 0	77	35 3 8
308	Flushing - Ch. 5	- - -	74	10 14 3

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	CORNWALL—*cont.*	£ s. d.		£ s. d.
307	Gerrans - P. 5	193 16 0	71	34 2 2
			8	1 19 0
309	Grade and Ruan Minor N. 6	170 0 0	53	27 9 10
306	Grampound with Creed N. 10	166 10 0	80	39 13 6
311	Gulval - N. 7	111 12 6	101	46 9 8
290	Gunnislake - W. 7	- - -	192	38 15 11
309	‡Gunwalloe - Ch.			
310	Gwennap, Church Town - N. 6	*42 0 0	83	51 4 8
	" - "	25 12 4		
310	Hayle, Copperhouse - W. 6	- - -	137	72 2 6
311	Hayle, Foundry W. 6	- - -	93	45 7 8
309	Helston - N. 6	- - -	223	121 7 0
			31	11 17 6
309	Helston - W. 7	293 6 6	117	41 14 8
302	Hessenford, St. Ann's - N.	7 17 8		
310	Illogan, Boys N. 7	- - -	110	42 10 1
310	Illogan, Girls N. 7	89 10 8	93	42 11 6
305	Issey, St. - N. 5	120 1 10	60	28 9 4
303	Ive, St. - N. 1	180 7 6	73	38 6 8
311	Ives, St. - N. 7	300 0 0	161	79 5 10
311	Ives, St., St. John's - N. 6	- - -	75	38 7 0
311	Ives, St. - W. 6	- - -	101	34 18 1
300	Juliot, St. - Ch.	116 3 4		
311	Just, St. - N.	193 0 0		
311	Just, St. - W. 6	155 0 0	133	56 4 2
307	Kenwyn, St. George's - N. 10	299 4 0	85	34 15 8
304	Kew, St. - Ch. 5	- - -	54	31 1 10
299	Kilkhampton N. 5	20 8 0	89	53 12 6
299	Kilkhampton W.	126 0 0		
302	Landulph - P. 12	17 15 6	47	21 8 6
304	Lanhydrock Ch. 5	- - -	32	12 7 11
303	Lanreath - N.	100 0 0		
299	Launcells - N.	60 0 0		
301	Launceston B. 5	*100 0 0	58	28 17 0
301	Launceston (and St. Thomas') - N. 5	*200 0 0	135	53 4 6
	" - "	10 0 0		
311	Lelant - N. 7	- - -	47	12 17 11
303	Lerrin - N. 1	137 15 3	53	25 19 4
			7	2 15 10
301	Lewannick - W. 5	- - -	49	22 2 8
301	Lezant - N.	70 0 0	9	3 7 6
303	Liskeard, Boys - - B. 7	*125 0 0	130	44 14 11
	" - "	54 0 0		
303	Liskeard, Girls - - B. 7	- - -	130	62 10 8
303	Looe, East and West - Ch. 2	- - -	81	8 16 8
301	Luckett - Ch. 4	150 10 0	38	9 1 11
311	Ludgvan - N. 6	*90 0 0	76	34 17 8
308	Mabe - N. 6	- - -	75	37 0 10
304	Mabyn, St. - N.	168 0 0		
311	Marazion (Sir C. Cole's) - 7	- - -	122	61 16 4
299	Marham Church - Ch.			
307	Mawes, St. *c*			
307	Mawes, St. - W. 7	- - -	82	42 12 2
309	Mawgan, St. (in Meneage) *a*			
305	Mawgan, St., Village			

a Removed from inspection. *b* School closed. *c* School extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
308	Mawnan, Village - - 5	- - -	53	19 11 11
302	Mellion, St. - Ch. *a*			
303	Menheniot - N. 1	20 4 2	82	32 18 8
			11	2 5 10
			66	27 1 10
303	Merrymeet - N. 1	50 0 0	19	8 0 10
			87	19 14 7
302	Millbrook - N. 11	14 5 4*b*	82	32 0 1
			20	7 5 0
304	Minver, St. - Ch. 5	- - -	74	41 13 2
303	Morval - - P. 1	- - -	61	15 6 0
299	Moorwinstow N.	70 0 0		
311	Mousehole - W. 6	285 10 0	129	58 19 2
308	Mylor Bridge N. 6	- - -	165	31 8 0
303	Neot, St. - N. 1	117 0 0	89	40 7 10
311	Newlyn - W. 6	406 0 0	148	60 5 2
306	Par, Biscovey N. *See* Biscovey.			
311	Paul, St. - N. 6	- - -	91	41 3 8
303	Pelynt - N.	75 0 0		
311	Pendeen - N. 7	241 10 0	150	76 15 10
309	Penrose - Ch. *c*			
308	Penryn, Boys N. 5	- - -	72	33 4 10
			23	8 10 10
308	Penryn, Girls N. 5	*150 0 0	92	42 16 8
	" "	10 5 0		
308	Penryn - W. 7	227 0 0	135	58 13 8
303	Pensilva - N. 1	- - -	127	49 17 2
311	Penzance - N. 7	*340 0 0	315	143 6 1
311	Penzance, St. Paul's - Ch. 7			
311	Penzance - W. 6	- - -	254	125 14 2
307	Perranzabuloe - - N.	90 0 0		
310	Phillack - N. 7	- - -	162	81 10 4
307	Philleigh - P.	78 14 6		
302	Pillaton - N.			
303	Polruan - N. 1	80 0 0	62	27 15 0
309	Porthleven - N.	152 5 0		
307	Probus - P. 6	- - -	69	41 15 0
302	Quethiock - N.	*32 0 0		
	" - "	34 10 0		
			102	46 10 10
			10	3 18 4
310	Redruth - N. 10	- - *b*	111	50 2 0
			13	4 9 2
310	Redruth - B. 6	- - -	194	88 6 9
310	Redruth - W. 6	- - -	173	67 8 8
303	Rilla Mill - B. *a*			
			124	49 9 8
302	Saltash - N. 11	91 10 0*b*	125	52 8 9
			11	1 19 2
311	Sancreed - N. 6	190 0 0	62	40 19 10
312	Scilly Isles, St. Mary's - N. 7	- - -	128	60 17 2
302	Sheviocke - Ch. *a*	- - -	31	15 7 4
303	South Hill - N. 4	140 5 0	35	6 5 0
302	Stephen's, St., by Saltash N. 11	- - -	70	31 18 0
306	Stephen's, St. (St. Austell) N. 10	- - -	92	42 4 0
310	Stithian's, St. N. 5	- - -	86	32 16 3
			40	15 18 4
301	Stoke Climsland - - N. 4	274 0 0	55	22 6 3
301	Stoke Climsland Luckett, N. *See* Luckett.			
			69	40 17 6
299	Stratton - N. 5	180 0 0	3	0 9 2
302	Tideford - N. 1	119 0 0	54	25 10 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
300	Tintagel - N.	143 3 10		
302	Torpoint - Ch. 12	- - -	99	57 16 8
307	Tregony - B. 6	- - -	28	6 15 5
312	Tresco (Scilly) N. 7	- - -	47	11 11 10
310	Trevenson-Pool - - N. 7	123 0 0	165	60 8 6
310	Trevenson (The Bassett) - - N. 7	- - -	124	62 13 2
307	Truro - B. 7	*300 0 0	436	192 6 10
307	Truro, Practising for Females - 10	368 0 0	117	42 14 5
307	Truro, Fairmantle St. - N. 10	36 0 0	129	66 7 2
			9	3 2 6
307	Truro, St. John's, Infant - - 10	- - -	83	35 6 9
307	Truro, St. Mary's - N. 10	*120 0 0	144	82 1 9
310	Tuckingmill, All Saints' N.	120 0 0		
304	Tudy, St. - Ch. 5	- - -	28	13 4 6
306	Tywardreath N. 10	180 0 0*b*	109	30 12 8
			114	49 14 6
304	Wadebridge 7	- - -	86	42 11 0
310	Wall - - W. 6	- - -	81	45 15 0
301	Warbstow - N.	*30 0 0		
309	Wendron, St. N. 6	*90 0 0	67	25 4 9
305	Wenn, St. - N. 5	160 0 0	37	13 19 10
			6	1 3 4
309	Wheal Ruby (Carnmenellis) N. 6	- - -	52	7 6 11
304	Winnow, St. N. 1	- - -	78	14 12 0
311	Zennor - N.	69 0 0		
	CUMBERLAND.			
569	Allhallows - Ch. 2	268 5 3	50	30 13 2
569	Allonby - B.	100 0 0		
564	Alston - - N. 3	199 17 6	137	65 19 6
564	Alston Charity - Undl. 6	- - -	132	75 15 3
565	Armathwaite Ch. 12	- - *b*	80	13 19 5
			34	11 11 4
569	Aspatria - N. 3	15 0 0	111	51 6 8
571	Beckermet District - 11	- - -	59	36 3 6
571	Bees, St. - N. 5	- - -	45	19 5 2
571	Bigrigg Moor N. 11	- - -	109	30 1 0
569	Blencogo - Ch.			
569	Blennerhasset - - B.			
569	Bolton - N. 2	264 0 0	51	31 1 0
570	Bothel - N.	236 0 0		
569	Bowness - N. 2	- - -	63	40 5 6
570	Braithwaite N. 2	- - -	37	26 0 0
566	Brampton - N. 10	833 0 0	346	174 15 10
566	Brampton Eng. Pres.			
570	Brigham (Keswick) - N. 11	- - *b*	81	45 14 8
			32	43 15 4
			23	7 0 10
570	Broughton, Great, Endowed - Ch. 4	143 5 0	48	12 0 0
568	Burgh-by-Sands N.	97 3 9		
569	Caldbeck - 2	- - -	56	30 0 8
568	Cargo - Ch. 12	213 0 0*b*	34	14 13 10
			38	16 15 10

a Removed from inspection. *b* For two years. School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
568	Carlisle - B. 5	*300 0 0	148	50 12 6
	" - "	54 0 0		
568	Carlisle, Central - N. 10	- - -	238	110 8 0
			14	5 3 4
568	Carlisle, Charlotte St., Independent 5	- - -	54	30 16 10
568	Carlisle, Ch. Ch. - - N. 10	575 1 3	495	265 0 10
			72	24 10 0
569	Carlisle, Education Society's.			
568	Carlisle, St. Bede's - R. 6	- - -	154	76 7 0
			45	14 12 6
568	Carlisle, St. Patrick's - R. 6	64 0 10	103	22 5 6
			28	8 6 8
568	Carlisle, St. Stephen's - N. 10	250 19 4	259	125 16 8
568	Carlisle, Shaddon Works - Ch. 10	- - -	206	125 1 8
			24	7 15 0
568	Carlisle (The Fawcett) - N. 9	352 6 4	342	155 12 6
			41	24 15 10
568	Carlisle, Holy Trinity - N. 9	196 10 0	61	25 11 2
			12	2 13 4
571	Cleator - N. 12	- - -	101	51 16 4
571	Cleator Mills B. 5	- - -	117	66 6 10
			11	1 7 6
570	Clifton (Workington) - N. 4	494 8 0	167	85 6 2
570	Cockermouth N. 4	289 18 0	157	74 19 10
			20	7 6 8
570	Cockermouth, All Saints - N. 1	336 0 0	231	114 1 7
570	Cockermouth, St. Joseph's R.			
568	Cotehill - Ch.	97 10 0		
570	Crosby, Cross Canonby - N. 10	223 0 0	80	49 3 6
568	Crosby-on-Eden - N. 1	139 3 4	46	12 16 0
570	Crosthwaite N. 5	- - -	69	30 13 2
570	Crosthwaite, Free Grammar.			
568	Cummersdale Mills - - 1	- - -	56	29 0 10
565	Cumrew - N.	57 0 0		
565	Dacre - - N.	*40 0 0		
568	Dalston - Ch. 1	237 2 6	71	32 19 4
			26	8 0 0
570	Dearham, Ellenborough and Unerigg Ch. 1	160 1 3	87	45 8 4
570	Dovenby - N.	100 0 0		
569	Drumburgh N. 2	*45 0 0	48	29 14 8
571	Egremont - B. 5	- - -	42	16 18 8
566	Farlam - Ch. 11	- - -	51	21 1 1
569	Fingland - N.	*30 0 0		
570	‡Flimby - N.			
571	Frizington - N.	*25 0 0		
565	Gamblesby - W. 6	- - -	32	14 1 6
564	‡Garrigill Gate - - B.			
565	Greystoke - N.			
571	Harrington Ch. *a*			
566	Heads Nook B. *a*			
571	Hensingham N. 11	- - -	163	77 6 0
535	Hesket-in-the-Forest - P.			
534	‡High Plains B.			
569	‡Holme Cultram, Aldoth N.			
569	Holme Cultram, Abbey Town - N. 3	- - -	49	20 7 8
569	Holme Cultram, St. Cuthbert's N.	70 0 0		
568	Holme Eden Ch. 11	- - *b*	60	39 6 0
			53	24 17 2
			8	2 0 0
568	Holmehead - B. 5	- - -	235	133 11 10
568	‡Houghton - Ch.			
565	Howrigg - Ch. 3	- - -	36	*c*
565	Hutton Mar Ch.			
569	Ireby, Grammar - - 5	- - -	54	24 5 0
572	Irton - - N. 5	- - -	59	29 16 0
565	Ivegill - - Ch. 12	- - -	*d*	
			e	3 11 3
563	Ive Gill - B.	*30 0 0		
570	Keswick, St. John's - N. 5	- - -	109	10 11 3
	Kirkbampton, Union of Schools - *f*			
569	Kirkbampton			
568	Burgh by Sands.			
568	Moorhouse			
568	Kirk Andrews			
568	Newby -			
565	Kirkoswald - N. 1	298 7 0	76	37 18 0
571	Lamplugh - P. 5	- - -	55	27 10 4
566	Lanercost Island - - Ch. 10	184 0 0	46	28 16 8
566	Laversdale - Ch. 1	284 0 0	58	43 10 0
565	Lazonby - N. 2	- - -	48	33 10 0
564	Leadgate-in-Alston - N. 4	- - -	42	22 5 10
567	Longtown, United - 5	430 0 0	186	93 14 4
570	Maryport - B. 5	149 3 2	159	76 0 0
570	Maryport - N. 10	426 10 0	244	128 6 2
565	Melmerby - Ch. 1	313 8 0	44	13 0 0
572	Millom - Ch. 11	259 0 0	58	28 12 0
572	Millom, New, and Hodbarrow N. 7	124 13 9	80	12 19 11
571	Montreal - Ch. 12	- - -	182	83 19 0
572	Muncaster - Ch. 7	- - -	62	41 18 2
565	Mungrisdale			
564	Nent Hall - Ch. 4	- - -	25	13 16 0
571	Nether Wasdale, Village 5	- - -	23	8 13 2
568	Newby - N.	50 0 0		
570	‡Newlands - N. *a*			
569	Newton Arlosh, Group of Schools - Ch. 3			
	Newton Arlosh - -	- - -	31	18 9 4
	Aldoth, Abbey Holme - -	- - -	30	15 18 4
	St. Cuthbert's - -	- - -	28	9 2 2
	Tallantire - -	- - -	27	13 8 10
	Torpenhow - -	- - -	48	27 3 2
	Fingland - -	- - -	25	12 19 8
569	Newton Arlosh, St. John's - N.	134 0 0		
569	Newton, West, St. Matthew's N. 3	- - -	58	28 15 10

a Removed from inspection. *b* For two years. *c* Refused under Article 52 *d*. *d* Due, but not paid.
e Additional grant for 1869. *f* Union dissolved.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
565	Ousby, St. Luke's - N.	80 0 0		
565	Penrith, Boys - - N. 2	- - -	125	58 17 4
565	Penrith, Girls - - N. 2	431 0 0	80	35 18 10
565	Penrith - B. 6	238 0 0	103	65 19 8
565	Penrith - W. 6	234 15 0	160	94 15 8
			29	9 14 2
570	‡Plumbland - N.			
565	Raughton Head - Ch. 11	- - -	41	18 5 2
565	Salkeld, Gt. N. 1	283 0 0	25	13 7 8
567	Scaleby - N.	40 0 0		
568	Scotby N. & P. 3	174 0 0	81	35 18 2
569	Sebergham Ch. 11	- - -	44	33 0 0
569	Silloth, St. Paul's - N. 3	426 0 0	80	48 11 8
565	Stainton, Mixed - Ch. 2	103 15 0	51	23 19 2
568	Stanwix - N. 10	*55 0 0	127	*72 8 0
	" - "	343 15 4		
568	Stanwix, Reformatory.			
567	Stapleton - Ch. *1	32 2 0	40	21 4 6
566	Talkin - - Ch. 11	282 0 0	56	25 19 10
			15	5 4 2
569	‡Thursby, Endowed			
572	Thwaites - Ch.	122 7 6		
569	Uldale (Grammar) - N. 5	54 0 0	31	*a*
568	Upperby - N. 11	174 0 0	79	45 10 4
568	Warwick (near Carlisle) B. 5	- - -	27	12 11 10
565	Watermillock, Grammar -	170 12 0		
569	Westward - Ch.			
568	Wetheral, Village - - Ch. 11	90 0 0	64	40 7 6
571	Whitehaven U.			
571	Whitehaven, St. James', Infant - N. 10	- - -	58	16 4 11
571	Whitehaven, St. Mary's - R.			
571	Whitehaven, St. Nicholas' N. 11	223 6 0	253	134 18 4
571	Whitehaven, Holy Trinity N. 10	*200 0 0	416	203 6 5
	" "	281 6 8		
569	Wiggonby - N. 3	- - -	88	*b*
569	Wigton - B. 5	*210 0 0	78	20 4 5
569	Wigton - N. 3	- - -	272	149 4 6
569	Wigton - R. 6	- - -	103	45 5 0
			30	11 15 0
570	Workington, Free - - Ch. 11	1,215 0 0	177	83 6 10
570	Workington, R. 6	- - -	105	50 0 6
570	Workington, (St. John's) Ch. 11	516 9 0	—	*c*
568	Wreay - - N. 12	- - -	66	26 1 0
	DERBYSHIRE.			
446	Alfreton - N. 11	350 0 0	197	57 4 0
447	Alkmonton - N. 11	- - *d*	19	9 1 2
			20	8 1 6
446	Allestree - N. 2	207 0 0	92	40 19 8
444	Alvaston and Boulton - Ch. 2	335 0 0	64	20 14 9
447	Ashbourne - N. 4	- - -	225	163 10 2
			14	4 15 0
447	Ashbourne - W. 11	- - -	78	33 6 2
449	Ashford - N. 6	- - -	72	36 3 2
			7	2 2 6
448	Ashover Hill Ch.			
444	Aston-on-Trent - N. 2	54 0 0	55	26 1 6
449	Bakewell - N. 6	137 5 0	105	66 11 4
			25	6 2 6
449	Bakewell - W. 10	- - -	44	20 8 0
450	Bamford - N. 5	62 10 0	87	47 12 10
			44	14 3 4
444	Barrow - N. 4	- - -	34	15 2 4
449	Baslow, Ch. Ch. - - N. 12	- - -	56	21 7 8
509	Beighton and Hackenthorpe - N. 8	367 0 0	63	30 1 4
446	Belper - N. 6	536 0 0	134	58 18 0
			48	14 18 4
446	Belper - U.			
446	Belper - W. *e*			
447	Bentley Fenny Ch.			
447	Biggin, St. Thomas' - N.	150 0 0	143	77 15 2
448	Bolsover - N. 2	251 10 0	10	4 8 4
448	Bolsover, Whaley - N.	157 5 0		
447	Bonsall - Ch. 6	- - -	46	23 14 4
444	Borrowash Infants - N.			
374	Boylestone - N.	90 0 0		
448	Brackenfield N. 6	125 7 0	71	25 11 9
447	Brailsford, Mr. Evans's - 10	- - -	86	57 15 2
448	Brampton, St. Thomas' N. 8	114 15 0	162	81 12 4
			81	18 0 10
447	Brassington N. 6	- - -	34	*f*
444	Breaston - N.	144 0 0		
448	Brimington - N.	75 0 0		
375	‡Broughton Church - N.			
450	Burbage - Ch. 2	- - -	199	123 18 0
450	Buxton, Endowed - N.			
450	Buxton - W.	92 10 0		
450	Castleton, Boys - - N. 5	- - -	30	12 0 0
450	Castleton, Girls - N. 5	- - -	37	17 5 0
450	Chapel-en-le-Frith - N. 5	*105 0 0	157	77 16 2
		25 17 0	12	6 1 8
451	Charlesworth N. 5	250 0 0	71	45 15 0
451	Charlesworth B.			
448	Chesterfield, Old, Trinity N. 8	174 5 0	201	81 18 4
			184	90 10 10
448	Chesterfield R. 5	- - -	22	6 6 8
448	Chesterfield, Trinity Church, Stonegravels N. 8	256 15 0	116	5 5 5
448	Chesterfield, Victoria - N. 8	190 0 0	188	63 10 8
				920 0 0
450	Chinley - B.	*40 0 0		
448	Clay Cross Iron Works 10	- - -	702	390 4 8
			59	15 4 2

a Refused under Article 51 *c*. *b* Refused under Article 52 *d*. *c* Due, but not paid. *d* For two years.
e School closed. *f* Refused under Article 51 *a*. *g* Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
448	Clay Cross, St. Bartholomew's - P. 4	- - -	40	16 10 0
447	Clifton - Ch. 4	- - -	40	16 10 0
438	Codnor and Loscoe, Boys - N. 10	240 0 0	103	40 2 2
438	Codnor, Girls and Infants N. 10	550 0 0	182	88 7 3
446	Crich - - N. 5	284 8 10	100	40 9 6
376	Croxall - Ch. 4	- - -	43	23 11 6
444	Dale Abbey Ch. 10	- - -	39	14 13 4
448	Danesmoor, Clay Cross Iron Works 9	- - -	63	26 5 5
449	Darley Dale, Infant - Ch. 4	- - -	41	21 14 0
449	Darley, South - Ch. 6	163 16 8	41	21 8 8
445	Derby, All Saints' - N. 7	*160 0 0	209	107 12 6
	" " - "	320 0 0	83	33 14 2
445	Derby - - B. 10	505 0 0	371	195 11 0
445	Derby, Canal Street - W. 10	- - -	385	181 18 8
			15	5 0 10
445	Derby, Ch. Ch. - - N. 7	350 7 6	259	195 12 9
			75	22 10 10
445	Derby, Curzon Street - N. 7	456 5 8	356	161 14 2
445	Derby, King Street - W. 10	- - -	306	172 2 4
			17	5 7 6
445	Derby, Parliament St. W. 10	- - -	105	47 2 4
445	Derby, Practising - 7	382 15 0	169	89 14 4
445	Derby Ragged and Industrial -	372 0 0		
445	Derby, St. Alkmund's N. 7	211 0 0	325	154 16 2
445	Derby, St. Andrew's - N. 8	- - -	538	243 12 8
			21	5 0 10
445	Derby, St. James - Ch. 7	- - -	177	95 19 6
445	Derby, St. Joseph's - R. *a*			
445	Derby, St. Mary's - R. 5	- - -	110	70 0 4
			35	15 4 2
445	Derby, St. Michael's - N. 8	- - -	160	76 0 10
445	Derby, St. Paul's - N. 7	234 15 0	166	62 18 11
			34	11 15 0
445	Derby, St. Peter's Bag Lane, Infts. N. 7	*85 0 0	132	62 15 0
445	Derby, St. Peter's, Devonshire St. N. 7	*125 0 0	142	64 12 0
	" " St. "	15 13 4	78	34 15 0
445	Derby, St. Peter's, Rose Hill District Ch.	275 0 0		
445	Derby, St. Peter's, Siddal's Lane N. 7	*d**160 0 0	302	145 15 10
			92	45 5 0
445	Derby, St. Peter's, Traffic St. - N. 7	*e*124 0 0	227	122 13 6
	" " - "	8 0 0		
445	Derby, Holy Trinity - N. 7	626 0 0	296	142 16 2
450	Derwent - N. 4	- - -	27	2 3 3
507	Dore - - N. 5	20 0 0	45	23 6 0
374	Doveridge - N. 11	43 9 10	—	*b*
444	Draycott and Wilne - P. 2	426 10 0	167	91 16 1
			14	3 2 2
448	Dronfield Ch. N. 12	- - -	122	48 1 2
446	Duffield, Endowed - N. 4	21 0 0	49	*c*
444	Eaton, Little N. 11	85 0 0	83	18 1 2
444	Eaton, Long N. 11	243 18 9	204	75 6 8
			29	12 2 6
450	Edale - - N. 5			
449	Edensor - N. 6	- - -	41	27 4 0
449	Elton - - Ch. 2	- - -	35	13 16 5
444	Elvaston, Earl of Harrington's 1	- - -	39	20 16 8
449	Eyam - - Ch. 5	- - -	117	60 9 9
			19	5 19 5
446	Fritchley - N. 4	- - -	60	7 11 0
451	Glossop, All Saints' - R.			
451	Glossop - B.	*f**225 0 0		
451	Glossop, Dinting Vale, Printworks B.			
451	Glossop (Duke of Norfolk's) B. 10	31 11 3	198	27 1 1
448	Grassmoor (in Hasland) N. 8	- - -	58	24 6 4
375	Gresley - N. 2	218 5 0	160	83 18 0
451	Hadfield - Ch. 4	- - -	127	17 8 0
451	Hadfield - W. 10	- - -	94	38 16 4
448	Handley - Ch. 6	- - -	67	33 9 2
437	Hardwick - N.			
447	Hartington - Ch. 10	153 6 3	57	26 11 0
448	Hasland - N.	207 6 3		
449	Hassop - R. 5	- - -	32	23 2 6
449	Hathersage - Ch. 5	304 0 0	93	53 16 4
			33	12 4 2
449	Hathersage - W. *g*			
451	Hayfield, Town's - N.	*116 0 0		
446	Hazlewood - N.	69 0 0		
446	Heage - N. 6	138 2 5	100	42 6 6
438	Heanor - N. 10	316 13 0	197	90 14 10
448	Heath - Ch. 10	- - -	52	22 13 0
446	Holbrooke - Ch. 3	- - -	69	30 6 8
450	Hope - Ch. 5	- - -	54	28 2 10
446	Horsley - N. 2	35 0 4	145	80 3 6
			16	2 15 0
446	Horsley Woodhouse, Infant 2	- - -	67	33 7 11
451	Howard Town - - W. 10	- - -	169	85 14 8
447	Hulland - N. 11	- - -	73	42 15 0
446	Idridgehay - P. 2	115 17 6	31	14 11 2
438	Ilkeston - N. 10	410 13 0	207	98 12 6
438	Ilkeston - B. 11	286 0 0	211	132 3 2
446	Ironville - N. 11	490 0 0	391	204 12 10
438	Ironville, Golden Valley, Infants - N. 11	- - -	73	39 10 8
447	Kniveton - N.	53 0 0		
446	Langley Kirk N.	40 0 0		
446	Lea - Public 10	512 5 0	127	81 4 0
445	Litchurch - W. 10	- - -	111	46 9 3
444	Littleover - N. 2	70 0 0	42	18 7 0
447	Longford - P. 5	- - -	62	13 10 0
375	Longlane, Christ Ch. Ch. 2	45 10 0	41	16 3 8
375	Lullington - Ch.			
449	Matlock Bath N. 2	205 0 0	96	64 4 10
414	Measham - N. 3	*20 0 0	256	136 1 10
	" - "	145 6 6		

a School sold. *b* Due, but not paid. *c* Refused under Article 52 *d*.
d Part of this grant belongs to Traffic Street School.
e For repairing Bag Lane, Devonshire Street, Siddal's Lane, and Traffic Street Schools.
f School pulled down and 165*l*. 8*s*. 1*d*. repaid. *g* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
444	Melbourne - N. 4	54 0 0	212	110 12 6
			28	7 6 8
451	Mellor, Methodist Free Church - *a*			
375	‡Mickleover - Ch. *b*			
449	Middleton by Wirksworth N. 5	183 11 10	116	75 7 0
			247	176 1 2
446	Milford - B. 10	- - -	79	32 2 6
449	Monyash - N. *b*			
446	Morley - N.	17 1 9		
448	Newbold with Dunston - Ch. 8	292 12 6	156	64 12 0
375	Newhall - N. 4	357 10 0	192	88 3 4
			154	85 15 10
451	Newmills - B. 10	- - -	41	15 2 6
451	Newmills, St. George's - N. 5	300 0 0	168	84 17 6
451	Newmills - W.			
375	Newton-Solney - N. 2	- - -	80	42 1 2
444	Normanton - Ch. 8	- - -	27	11 15 11
437	Normanton, South - - N. *b*	*64 0 0	-	
507	Norton Green-hill - - N.	46 0 0		
444	Ockbrooke - N. 2	227 10 0	47	37 10 8
			14	4 18 4
447	Osmaston - N. 4	- - -	68	43 11 0
			8	3 10 0
447	Parwich - N. 4	- - -	66	44 1 6
446	‡Pentrich - N.			
437	Pleasley Works - B. 12	- - -	62	48 12 4
			11	3 2 6
414	Ravenstone - N. 3	- - -	45	27 9 0
446	Riddings - N. 11	345 0 0*c*	264	138 11 8
			326	137 1 8
448	Ridgeway - N.	*80 0 0		
446	Ripley - N. 6	1,185 7 6	438	249 18 4
			17	4 5 10
446	Ripley, St. John's - N. 6	230 0 0	85	36 3 0
446	Ripley - W. *a*			
444	Sawley - N. 11	415 0 0	112	65 12 6
437	Scarcliffe and Upper Langwith - N. 7	142 12 6	53	35 10 8
375	Scropton - N. 4	111 5 0	49	21 16 0
444	Shardlow - P. *b*			
438	Shipley and Cotmanhay N. 10	551 11 3	212	98 3 8
437	Shirebrook - N.	83 5 0		
448	Shirland - N. 2	133 10 0	62	23 7 10
447	Shirley - N. 4	88 6 8	24	13 3 0
446	Smalley, Boys N. 11	49 5 0	86	12 5 8
446	Smalley, Girls N. 11	153 0 0		
446	Somercotes, Infants - Ch. 11	215 0 0	138	62 19 6
448	Spink Hill - R. 5	- - -	78	37 13 10
444	Spondon - N. 11	183 0 0	124	65 13 8
			23	6 15 10
437	Stainsby - Ch. 10	- - -	40	*d*
444	Stanton-by-Dale Abbey N. 5	275 0 0	71	35 10 2
			40	13 13 4
375	Stapenhill - N. 4	- - -	111	37 11 0
448	Staveley - N. 6	200 0 0	261	127 17 8
448	Staveley Works - Ch. 6	- - -	322	185 12 8
			129	45 9 2
448	Stonebroom B. 10	- - -	108	46 2 0
448	Stonegravels N. *See* Chesterfield, Trinity.			
449	Stony-Middleton - N. 12	- - -	59	43 4 6
			37	13 9 2
446	Street Lane W. 10	- - -	72	34 5 6
374	Sudbury (Lady Vernon's) - N. 11	- - *c*	56	34 1 6
			54	23 16 6
375	Swadlincote N. 4	- - -	145	73 9 8
446	Swanwick - Ch. 11	116 0 0	232	110 0 10
449	Tansley - N. 12	163 14 0	106	61 8 8
			16	4 10 0
437	Tibshelf - N. 7	- - -	81	53 9 8
449	Tideswell - N. 5	305 0 0	163	61 8 2
			33	11 2 7
446	Turndich - N. 7	75 0 0	43	20 0 6
448	Wessington - N. 3	42 1 6	30	14 0 4
450	Whaley Bridge W. 10	- - -	91	38 4 8
451	Whitfield - N. 5	300 0 0	208	121 13 6
448	Whittington (Webster's Endowed) - P. 1	144 0 0	160	*d*
436	Whitwell - Ch. 11	- - -	64	28 4 0
448	Wingerworth Coal Co.'s - 4	- - -	111	66 0 8
			14	4 11 8
449	Winster - N. 12	207 6 3	67	25 5 0
446	Wirksworth N. 5	290 0 0	205	98 0 6
448	Woodthorpe Ch. 6	- - -	86	37 8 2
450	Wormhill, St. Margaret's P. 12	- - -	27	11 3 3
447	Yeaveley - N. 4	58 10 0	14	2 16 0
449	Youlgreave - N. 11	309 17 6	147	73 7 6
	DEVONSHIRE.			
285	Alvington, West - Ch. 2	- - -	36	15 0 0
297	Alwington - N. 11	- - -	43	6 17 6
294	Anstey, West Ch. 1	167 7 6	39	24 9 1
297	Appledore - N. 11	136 6 8	66	29 4 8
297	Appledore - W. 11	- - *c*	67	32 18 4
			75	26 4 1
283	Ashburton, Infants - N.	*38 0 0		
291	Ashbury and Northlew - P. 4	- - -	77	41 1 5
281	Ashcombe - N.			
295	Ashford - Ch.	75 4 0		
296	Ashreighney N.	361 16 0		
281	Ashton - N.	*37 0 0		
295	Atherington N.			
285	Aveton-Gifford - N. 2	463 4 0	73	23 17 0
280	Awliscombe - N.	*36 0 0		
279	Axminster - N. 3	158 0 0	186	88 14 3
			20	5 1 10
			58	37 5 0
279	Axmouth - N. 3	19 1 4	14	5 8 4
283	Babbicombe N. 6	- - -	120	61 11 8
295	Barnstaple - N 5	*100 0 0	120	75 1 6
295	Barnstaple, Blue Coat - N. 5	- - -	73	54 0 1
295	Barnstaple - R. 7	- - -	82	39 18 2
295	Barnstaple, St. Mary Magdalene N. 5	- - -	154	83 16 2
295	Barnstaple, Holy Trinity N. *a*	345 0 0		
295	Barnstaple, Holy Trinity (Girls and Infants) - Ch. 5	- - -	35	14 9 10
295	Barnstaple - W. 11	499 0 0	279	143 5 8
291	Beaworthy - N.	*25 0 0		

a School closed. *b* Removed from inspection. *c* For two years. *d* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
295	Berryn Arbor - N.	126 0 0		
295	Bickington (Barnstaple) Ch. 5	- - -	104 8	65 2 3 3 7 4
286	Bickleigh (Roborough) N. 4	- - -	70	27 6 2
293	Bickleigh (Tiverton) N. 2	59 13 4	52	22 2 4
297	Bideford - B. 11	*240 0 0 86 1 7	242	113 1 6
297	Bideford, Longbridge N. 11	125 0 0	171	82 17 4
283	Bishop's Teignton - Ch. 6	- - -	88	41 0 5
285	Blackawton N. *a*	*37 0 0		
283	Bovey, North N. 7	- - -	34	22 10 0
283	Bovey Tracey N. 7	*87 0 0	125	64 1 2
	" " - "	160 15 0	13	4 9 2
283	Bovey Tracey B. 1	- - -	89	32 18 10
293	Bradninch - N. 2	*99 0 0 52 18 0	238 16	110 16 0 6 0 0
281	" " - " Bramford Speke, Village - N. 2	139 7 6	42	23 2 0
281	Brampford Wood, Reformatory.			
291	Bratton Clovelly - N. *a*	*65 0 0		
295	Bratton Fleming - N. 5	75 6 0	61	41 18 6
291	Bridestowe and Sourton - Ch. 10	159 0 0	54 8	29 9 2 2 5 0
298	Bridgerule - Ch. 5	- - -	45	6 2 0
284	Bridgetown (Totnes).			
284	Brixham - B. 1	- - -	76	33 7 10
284	Brixham, Endowed - Ch. 2	50 0 0	105	*b*
284	Brixham, Lower, Girls - - 2	- - -	73	27 15 11
284	Brixham, Lower, Infants - N. 2	180 0 0	113	37 8 0
281	Broadclyst - N. 3	- - -	188 18	62 16 6 6 6 8
284	Buckfastleigh - - N.	189 0 0		
284	Buckfastleigh - - B. 1	*170 0 0	82 11	35 13 4 4 12 6
286	Buckland (Egg) - N. 11	133 0 0	71	32 13 2
290	Buckland Monachorum, Boys Ch. 12	- - -	51	20 10 2
290	Buckland Monachorum, Girls Ch. 12	150 0 0	29	13 8 6
294	Buckland, West - - N.	110 0 0		
286	Budeaux, St. N.	*40 0 0		
314	Burlescombe Ch. 5	304 0 0	69 11	45 10 7 4 11 9
294	Burrington - N. 4	332 0 0	72	49 0 0
293	Butterleigh - N.	26 0 0		
294	Castle Hill N. *See* Filleigh.			
293	Cadeleigh - N.	40 0 0		
291	Chagford - P. 7	128 12 6	78	41 8 0
291	Chagford, Infant - N. 7	- - -	62	26 6 10
295	Challacombe N.	119 10 0		
294	Charles - Ch. 1	80 0 0	45	19 3 11
292	Cheriton, Bishop - N.	*25 0 0		
293	Chevithorne Ch. 2	250 0 0	63	43 0 4
290	Chillaton, Girls and Infants - Ch. 4	- - -	33	13 6 6
294	Chittlehampton - N. 4	- - -	108	62 5 4
281	Christow - Ch. 7	- - -	65	26 4 9
283	Chudleigh - N. 7	799 16 0	129	80 1 0
294	Chumleigh - B. *c*	*50 0 0		
292	Colebrooke - N. *a*	*140 0 0		
292	Coleridge - N.			
284	Collaton, St. Mary - N. 7	- - -	34	10 6 0
293	Collumpton N. 2	21 0 0	222 20	108 17 10 9 6 6
279	Colyton - N. 3	*92 0 0	103	69 13 2
	" "	- - -	17	6 5 10
281	Colyton Rawleigh - N. 1	60 0 0	65 6	22 0 0 1 5 0
295	Combmartin N. 5	104 15 6	123 20	40 17 7 5 14 5
286	Compton Gifford - Ch. 3	- - -	47	17 0 6
286	Cornwood - N. 3	315 0 0	103	39 3 2
281	Countess Wear - N. 12	100 0 0		*d*
314	Culmstock - N. 5	70 0 0	85	49 14 10
284	Dartington - N. 7	- - -	44	13 6 3
290	Dartmeet - N.			
290	Dartmoor Prison - N. 4	- - -	132	46 7 0
290	Dartmoor, Post Bridge N.	90 0 0		
284	Dartmouth, St. Petrox - N. 2	- - -	72	31 3 2
283	Dawlish - N. 11	- - -	233 13	135 19 4 3 4 2
282	Devon and Exeter, Central - - N. 10	1,395 0 0	298	159 4 8
282	Devon and Exeter, Infant - - Ch. 10	- - -	75	29 15 4
289	Devonport, Mathematical and Commercial - 10	- - -	183	73 16 0
289	Devonport, Royal Naval and Military Free 10	978 0 0	722	407 18 2
289	Devonport, St. James' - N. 11	863 16 0	354 10	177 19 0 3 0 0
289	Devonport, St. Joseph's - R. 7	- - -	110	69 17 6
289	Devonport, St. Mary's - N. 11	685 10 0	221	86 17 6
289	Devonport, St. Paul's - Ch. 11	- - - *e*	37 84	15 14 8 34 18 10
289	Devonport, St. Stephen's - N. 11	- - -	257	94 15 10
284	Dittisham - N. 2	92 10 0	75	40 11 6
285	Dodbrooke - N. 2	134 0 0	111	58 2 0
296	Dolton - - N. 4	- - -	83	46 12 2
295	Down, West N.	50 0 0		
291	Drewsteignton N. 12	- - -		*d*
281	Dunsford - N. 7	- - -	58	23 16 3
283	Ellacombe, Infant. *See* Upton - N.			
286	Ermington - N. 11	144 10 0	69	30 14 0
291	Exbourne - N.	*60 0 0		
282	Exeter, Episcopal, Charity N.			

a Removed from inspection. *b* Refused under Article 52 *d*. *c* School extinct.
d Due, but not paid. *e* For two years.

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	DEVON—*cont.*	£ s. d.		£ s. d.
282	Exeter, Mint Lane - - W. 5	335 0 0	258	132 1 2
282	Exeter, St. David's, Boys N. 10	- - -	162	86 2 10
282	Exeter, St. David's, Girls P. 10	- - -	166	86 15 6
282	Exeter, St. James' - N. 10	221 16 0	167	98 13 4
282	Exeter, St. Sidwell's - N. 10	500 0 0	290	151 2 2
282	Exeter, St. Sidwell's, Independent - *a*	*150 0 0		
281	Exeter, St. Thomas' - P. 10	325 0 0	114	50 2 8
281	Exeter, St. Thomas' - U.			
282	Exeter, City Workhouse U.			
281	Exminster - N.	354 0 0		
281	Exmouth - N. 12	- - -	101	8 7 4
—	" "	- - -		*b*20 0 0
281	Exwick - N. 11	255 0 0	73	26 17 0
			13	3 14 1
294	Filleigh, Castle Hill - N. 4	217 17 6	64	43 6 4
283	Furrough Cross Free Church 1	- - -	74	33 12 0
295	Georgeham Ch. 5	166 5 0	67	45 11 9
296	Giles, St., in the Wood - N. 4	- - -	123	70 4 6
290	Gulworthy (Duke of Bedford's) - 4	- - -	127	67 17 4
			29	8 9 2
293	Halberton - N. 2	305 18 0	123	54 0 10
291	Hampton, High N.	*35 0 0		
284	Harberton - N. 2	- - -	67	30 12 3
284	Harberton Ford - - N.	137 0 0		
297	Hartland - N. 11	- - -	64	24 5 3
291	Hatherleigh N. 4	*112 0 0	145	69 5 0
			80	11 11 8
281	Heavitree - P. 11	- - -	91	41 19 2
283	Hennock - Ch. 7	- - -	79	38 3 5
283	Highweek, New - - P. 6	- - -	121	64 19 6
			8	3 3 4
286	Holberton - N. 11	- - -	45	20 14 10
298	Hollacombe B. *c*	*45 0 0		
284	Holné - - N.	5 18 3		
298	Holsworthy N. 5	135 0 0	59	24 15 2
298	Holsworthy W. 5	150 15 0	58	20 19 1
280	Honiton - N. 3	273 7 6	198	120 13 6
			10	3 5 0
280	Honiton - B. *a*	*150 0 0		
286	Hooe - - N. 11	- - -	64	23 17 0
290	Horrabridge - 10	87 4 0	85	36 11 8
284	Huish, North N. 2	75 13 4	33	17 8 2
285	Huish, South Ch. 2	- - -	36	20 17 10
291	Iddesleigh and Dowland - N. 4	219 10 0	46	19 12 8
281	Ide - - N. 11	275 0 0	72	36 5 10
295	Ilfracombe - N. 5	228 0 0	132	64 12 0
295	Ilfracombe - B. 5	- - -	125	51 6 6
295	Ilfracombe, St. Philip's and St. James' - N. 5	- - -	139	65 18 2
			15	6 7 6
295	Instow - - N.	117 0 0		
283	Ipplepen - W. 1	- - -	80	42 10 6
286	Ivybridge - Ch. 3	- - -	123	58 0 2
290	Kelly - - Ch. 4	- - -	34	8 5 9
281	Kenn - - Ch. 11	- - -	101	58 14 6
293	Kentisbeare N.			
281	Kenton - N. 7	- - -	77	49 2 4
285	Kingsbridge and Dodbrooke - B. 10	284 0 0	143	65 9 9
283	Kingskerswell, St. Mary's - N. 7	280 0 0	87	48 1 3
283	King's Teignton - - Ch.	256 12 6	135	87 13 2
290	Lamerton - N. 4	160 17 6	96	36 2 7
295	Landkey - N. 4	- - -	61	33 12 6
			11	3 4 2
292	Lapford - Ch. 4	- - -	44	23 7 6
283	Lensden - N. 7	- - -	32	20 7 0
290	Lew Trenchard - - N.	66 10 0		
295	Loxhore - N. 5	40 0 0	58	38 10 0
281	Lympston - N. 12	- - -	45	32 16 6
			14	5 5 0
295	Lynton - N. 5	100 0 0	38	14 18 2
283	Manaton - Ch. 7	101 0 0	30	7 0 3
284	Marldon - N. 2	144 0 0	65	17 15 0
			16	5 1 8
295	Marwood, Endowed.			
283	Marychurch, St. - - N. 7	87 6 0	176	131 4 7
			16	5 15 0
290	Marychurch, St. - - N. 4	*d**100 0 0	120	56 9 8
290	Meavy - - N.	*25 0 0		2 3 0
	" - - "	30 0 0		
279	Membury - N.	61 0 0		
296	Merton - N. 4	- - -	66	51 18 6
			14	4 10 0
290	Milton Abbot (Duke of Bedford's) - N. 4	- - -	46	13 2 8
290	Milton Abbot, Girls', Free N. 4	60 0 0	46	22 5 6
285	Modbury - N.	*100 0 0		
		77 0 0		
294	Molland - Ch. 1	- - -	55	28 19 9
294	Molton, North N. 4	- - -	78	54 1 2
294	Molton, South N. 4	- - -	80	28 8 0
294	Molton, South B. 11	400 0 0		*e*
294	Molton, South W. *f*			
292	Morchard, Bishop's - Ch. 11	- - -	105	56 12 0
313B	Morebath - Ch. 2	- - -	42	20 19 0
295	Newport - N. 5	- - -	96	59 13 6
			16	5 16 8
283	Newton Abbot, St. Joseph's - B. 7	- - -	26	15 14 6
297	Northam - N.	*90 0 0		
286	Nos-Mayo - N.	111 0 0		
294	Nympton Bishop's - N. 1	50 0 0	62	34 9 11
			30	10 15 0
294	Nympton King's - Ch. 4	- - -	53	25 2 4
280	Offwell - N.	- - -	19	10 2 2
291	Okehampton N. 10	*82 0 0	69	35 0 0
	" - "	44 0 0		
280	Ottery, St. Mary's - N. 3	- - -	197	126 14 2
284	Paignton - N. 2	189 10 0	201	96 3 4
297	Parkham - N.	35 0 0		
290	Peter, Tavy, St. - - N.	128 0 0		
301	Petherwyn, North - N.	80 0 0		
296	Petrockstowe Ch. 4	- - -	62	45 8 8
			6	2 8 4
295	Pilton - - N. 5	*100 0 0	98	14 0 3

a Removed from inspection.
b Retiring pension.
c School extinct.
d Grant made when this was a British School.
e Due, but not paid.
f School closed.

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	DEVON—*cont.*	£ s. d.		£ s. d.
287	Plymouth, Batter St. Congl. 10	- - -	48	16 2 8
287	Plymouth, Charles - N. 3	1,517 4 1	618	286 4 2
287	Plymouth, Ch. Ch. - N. 3	185 6 8	207	81 9 8
287	Plymouth, Grey - Ch. 3	- - -	107	26 14 7
287	Plymouth, Public Free 10	699 1 6	1173	529 7 0
			29	12 19 2
287	Plymouth, St. Andrew's Chapel - N. 3	- - -	142	65 12 10
287	Plymouth, St. Andrew's, Millbay Branch N. 2	- - -	54	23 16 8
287	Plymouth, St. Andrew's, Princess Street N. 3	515 5 0	350	169 2 8
287	Plymouth, St. Boniface - R. 7	- - -	323	173 10 4
			76	25 0 0
287	Plymouth, St. James' - Ch. 3	- - -	138	58 9 1
287	Plymouth, St. Peter's - N. 3	- - -	195	82 2 2
287	Plymouth, Holy Trinity - N. 3	502 11 6	359	178 14 2
			41	14 17 6
286	Plympton, St. Mary's - N. 11	267 10 0	139	61 11 1
			17	5 17 8
286	Plympton, St. Maurice - N. 11	93 3 9	81	46 4 2
286	Plymstock - N. 11	55 12 0*a*	128	51 14 8
			147	62 12 8
285	Pool, South - N. 2	140 9 4	29	13 2 6
290	RaddonChapel - - N. 4	- - -	43	17 6 6
284	Rattery - Ch. 2	- - -	48	20 12 0
			19	5 1 8
294	Rose Ash - N.	65 0 0		
285	Salcombe, near Kingsbridge N. 2	150 0 0	115	34 6 0
293	Sampford Peverell - N.	100 0 0		
292	Sandford - N. 11	- - -	118	34 10 0
279	Seaton - - 11	- - -		*b*
296	Shebbeare - N.	*30 0 0		
280	Sidmouth, All Saints' - N. 3	161 0 0	124	57 18 0
280	Sidmouth - P. 3	- - -	96	45 8 0
293	Silverton - N. 2	111 0 0	75	32 16 8
281	Starcross - N. 11	- - *a*	61	22 16 7
			16	5 16 8
			56	25 3 4
			13	4 10 10
289	Stoke Damerel, Boys, Public 10	*90 0 0	228	116 10 8
		130 0 0		
289	Stoke Damerel, Girls - - B. 10	- - *a*	85	31 17 2
			134	63 15 4
285	Stoke Fleming P. 2	- - -	63	24 7 4
284	Stoke Gabriel N. 2	71 10 0	60	25 12 5
285	Stokenham - N. 2	316 12 6	187	82 14 1
288	Stonehouse, N. 3	24 11 8	340	173 15 4
288	Stonehouse - W. *c*			
285	Street - N. 2	65 0 0	61	30 16 10
287	Sutton-on-Plym - N. 4	537 5 0	210	54 11 9
295	Swimbridge P. 5	228 15 0	74	38 14 2
			13	4 2 6
290	Sydenham Damerel - N. 4	- - -	50	19 16 8
			15	4 9 2
290	Tavistock - N. 4	415 0 0	322	139 12 2
290	Tavistock - B. 10	- - -	313	147 17 2
295	Tawton Bishop's N. 5	66 10 0	66	39 7 0
			10	4 5 0
291	Tawton, North, Infants - Ch.	195 0 0		
291	Tawton, South P. 7	- - -	41	17 0 10
283	Teignmouth B.			
283	Teignmouth, East and West - - P. 11	- - *a*	350	137 16 10
			324	132 15 6
283	Teignmouth R. 7	- - -	37	19 19 4
283	Teignmouth W. *c*			
293	Thorverton N. 1	140 0 0	96	51 13 5
			18	6 5 0
285	Thurleston Ch. 2	- - -	27	9 9 7
280	Tipton, St. John's - N.	50 0 0		
293	Tiverton - N. 2	138 0 0	194	109 18 4
			9	2 0 10
293	Tiverton, Bampton Street - B. 5	- - -	122	50 19 7
293	Tiverton Elmore - - B. 5	- - -	125	54 11 10
293	Tiverton, Heathcoats - 5	- - -	397	194 15 0
281	Topsham, Sommasters - N. 12	476 0 0	100	26 5 6
			23	8 2 6
281	Topsham - W. 5	- - -	117	67 11 0
283	Tor - - N. 6	395 6 5	344	171 7 10
283	Torquay - N. 6	146 5 0	338	178 19 4
283	Torquay, Abbey Road, Public - 1	- - -	264	129 3 8
283	Torquay, Boston Fields - N. 6	124 0 0	76	30 16 6
283	Torquay, Holy Trinity - N. 6	- - -	239	135 8 8
283	Torquay, Union of Schools - Ch. 6			
	Abbot's Kerswell -	- - -	45	23 14 0
	Shiphay, Collaton -	- - -	25	14 18 8
	Barton -	- - -	48	25 12 8
	Coffins Well -	- - -	22	11 4 6
298	Torrington, Black - N.	*40 0 0		
296	Torrington, Great - B. *d*	*150 0 0		
286	Turnchapel, Infants - N. *c*			
293	Uffculme - N.			
284	Ugborough - Ch. 7	- - -	84	30 18 2
293	Uplowman - N. 2	- - -	41	25 4 0
			6	1 15 0
280	Up-Ottery - N. 3	125 0 0	36	2 18 11
283	Upton, Ellacombe, Infant - - N. 6	142 10 0	242	87 11 7
281	Upton Pyne N. 2	- - -	36	51 7 6
294	Warkleigh - N.	47 10 0		
296	Wear Gifford N. 4	198 0 0	56	25 0 0
281	Whimple - N. 3	96 0 0	75	41 6 4
283	Widecombe-in-the-Moors - N. *c*			
293	Willand - N.	70 0 0		
296	Winkleigh - N. 4	64 0 0	78	42 15 4
294	Witheridge - N. 4	115 0 0	61	28 15 0
293	Withleigh - N.			
281	Withycombe Rawleigh - N. 12	89 5 10	30	5 0 0
			63	22 10 11
281	Woodbury - N. 12	- - *a*	78	45 2 4
			44	18 16 8

a For two years. *b* Due, but not paid. *c* School closed. *d* School given up.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
281	Woodbury, Broadmead's, Endowed - 5	- - -	68	34 0 6
			55	17 19 2
281	Woodbury, Salterton - Ch. 11	- - -	*a*	
283	Woolborough N. 6	452 14 2	231	126 3 4
296	Yarnscombe N. 4	51 0 0	45	23 10 6
	DORSETSHIRE.			
271	Alderholt - Ch. 3	- - -	37	20 8 6
278	Allington - N. *b*	*80 0 0		
275	Alton Pancras - - N. 1	100 0 0	38	22 10 0
275	Athelhampton - - B. 4	- - -	39	24 12 0
			14	4 11 8
277	Beaminster - N. 8	307 2 6	142	67 18 8
277	Bettiscombe, Ch.			
277	Black Down N.	82 0 0		
270	Blandford, Boys - - N. 3	157 3 4	119	63 17 4
			33	12 12 6
270	Blandford, Girls and Infants - N. 3	63 0 0	230	103 16 8
270	Blandford - B. 4	150 0 0	76	36 17 4
275	Bradford Peverell - - Ch. 6	- - -	37	20 0 0
278	Bradpole, Mixed N. 4	- - -	88	51 14 4
			23	9 1 8
275	Bredy, Long, and Kingston Russell - N. 6	298 0 0	55	35 14 0
			16	4 6 8
278	Bridport, General - 4	895 15 4	596	276 18 3
275	Broadmayne N.	48 0 0		
277	Broadwindsor - - N.	150 0 0		
275	Buckland, Newton - Ch. 1	268 0 0	64	35 5 0
			27	5 15 10
273	Burton, East N. 7	38 0 0	35	19 18 6
268	Cann - - N. 11	70 0 0	81	56 10 10
275	Cattistock - N. 8	*45 0 0	64	28 19 4
			68	32 19 4
275	Cerne Abbas N. 4	- - -	18	5 6 8
275	Cerne Abbas B. 12	- - -	44	17 3 11
279	Chardstock, Industrial and N. 2	*100 0 0	83	34 18 8
	" " "	750 0 0		
279	Charmouth - N. 2	- - -	73	51 3 2
			22	10 3 5
276	Chetnole - N. 1	- - -	38	19 10 4
278	Chideock - N. 4	117 0 0	45	20 12 5
278	Chideock - R. 11	- - -	32	15 19 10
269	Child-Okeford - - N.	80 0 0		
268	Compton Abbas - N. 11	- - -	53	29 9 2
			21	7 5 10
276	Compton, Nether and Over - - N. 12	121 13 4	*a*	
273	Corfe Castle N. 7	- - -	114	63 2 10
			33	10 14 2
273	Corfe Castle B. 4	*295 0 0	31	11 5 8
271	Corfe Mullen, Lockyer's - N. 7	195 0 0	75	30 8 11
277	Corscombe - N. 8	5 5 7	54	27 14 10
271	Cranbourne Ch. 3	- - -	102	60 6 6
			25	9 5 10
271	Critchill Moor - Ch. 3	- - -	63	33 13 0
275	Dewlish - Ch. 10	- - -	105	47 4 2
			21	7 4 2
	DORSET—*cont.*	£ s. d.		£ s. d.
275	Dorchester - B. 12	- - -	71	35 1 7
275	Dorchester - N. 6	*80 0 0	295	178 9 10
			71	32 0 10
275	Dorchester, Trinity, Infant - - N. 6	- - -	188	84 7 5
	Dorset, Reformatory.			
271	Edmonsham Ch. 3	150 0 0	35	11 19 11
			7	1 17 6
268	Enmore Green N. 11	- - -	89	56 8 4
271	Farnham - N.	*35 0 0		
	" - "	20 0 0		
271	FarnhamGypsey - - N.	*c*100 0 0		
269	Fifehead, Magdalen - Ch.			
268	Fontmell Magna - Ch. 11	- - -	100	57 3 6
275	Fordington, West, Infant 4	- - -	68	35 16 2
271	Gaunts (Wimborne) Juvenile and Infants - - 3	- - -	69	38 7 6
268	Gillingham - N. 11	- - -	102	41 12 2
275	GodmanstoneN.	75 0 0		
273	Grange - N.			
277	Halstock - N.	*47 0 0		
	" - "	30 0 0		
271	Hampreston N. 7	- - -	44	23 8 0
271	Handley - N. 3	- - -	89	35 2 6
269	Haselbury Bryan - Ch. 12	- - -	74	35 15 6
			10	3 1 8
279	HawkchurchN.	10 0 0		
273	Herston - Ch. 7	134 10 6	77	40 9 10
			26	11 13 4
270	Hilton - N. 3	368 0 0	103	51 6 4
271	Hinton Martell - - Ch. 7	- - -	51	23 7 2
			17	5 1 11
269	Hinton, St. Mary - N. 3	70 0 0	42	19 14 1
271	Holt - - N. 7	200 0 0	75	44 5 10
			25	11 15 10
277	Hook - - Ch.	100 0 0		
270	Houghton - Ch. 10	- - -	46	25 2 10
			10	2 8 4
269	Ibberton - N. *d*	*25 0 0		
263	Iwerne Minster - - N. 11	*60 0 0	56	30 8 8
			18	6 13 4
273	Kimeridge N. 7	- - -	150	12 13 6
273	Kingston - N. 7	*40 0 0	62	38 10 6
			21	8 9 2
320	Kingston Magna - N. 2	264 0 0	86	52 8 5
272	KinsonHeath N. 10	214 0 0	62	29 12 8
274	Langton-Herring - - N. 6	- - -	33	16 2 4
273	Langton-Maltravers - N.	76 13 4		
276	Leigh - - N. 1	91 10 0	38	22 9 0
276	Lillington - Ch. 10	- - -	34	27 12 6
278	Loders - Ch. 4	- - -	85	46 14 0
			23	7 19 2
272	Longfleet - N. 7	- - -	106	64 5 6
273	Lulworth, West - Ch. 6	196 0 0	39	21 5 10
279	Lyme Regis N. 2	24 10 0	170	81 2 8
			9	2 17 6
279	Lyme Regis B. 4	*150 0 0	62	31 9 6
	" " - "	22 16 0		

a Due, but not paid. *b* School extinct. *c* Grant repaid.
d School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	DORSET—*cont.*	£ s. d.		£ s. d.
272	‡Lytchet Matravers N.			
272	Lytchet Minster - - N. 7	*43 0 0	78	46 14 10
	" " - "	57 12 0	15	6 8 8
275	Maiden Newton and Frome Vauchurch - N. 8	141 0 0	157	88 15 4
			34	11 3 4
277	Marshwood - N.	57 0 0		
268	Melberry Abbas - - N. 11	- - -	28	21 0 0
277	Melplaish - N.	105 0 0		
271	Middlehill - Ch. 7	- - -	65	14 4 11
			23	5 14 8
270	Milborne, St. Andrew's - N. 3	- - -	87	48 1 0
			12	3 18 4
268	Milton - N. 11	- - -	39	21 3 0
270	Milton Abbas N. 3	- - -	117	61 18 2
275	Minterne - N. 1	- - -	28	16 3 8
			10	3 13 4
278	Monkton Wyld - Ch. 4	- - -	42	25 2 8
278	Morecombe Lake - N.	81 0 0		
277	Netherbury - N. 8	- - -	64	40 14 7
268	Orchard, East N. 11	131 10 0	37	24 1 0
274	Osmington - N. 6	*45 0 0	35	16 8 2
	" - "	19 1 0		
272	Parkstone - Ch. 7	- - -	93	49 8 2
275	Piddlehinton N. 6	212 4 0	64	37 10 0
275	Piddletrenthide - - N. 6	- - -	51	18 15 0
270	Pimperne - N. 3	- - -	59	39 5 0
272	Poole - - N. 7	*150 0 0	317	176 15 0
	" - - "	72 15 6	33	12 0 0
272	Poole, Boys - B. 4	- - -	132	72 6 8
272	Poole, Girls - B. 4	- - -	82	40 4 11
272	Poole, St. Mary's R. 10	- - -	24	12 6 8
274	Portland, Grove *a*			
274	Portland, Prison Officers' 4	- - -	129	83 19 8
274	Portland, St. George's - Ch. 4	516 0 0	206	124 10 0
274	Portland, St. John's - P. 4	556 0 0	290	170 12 6
274	Portland - W. 4	269 0 0	110	54 0 2
277	Powerstock - N. 8	- - -	76	44 0 0
			47	14 4 2
274	Preston - N. 6	- - -	50	41 9 0
275	Puddletown Ch. 6	- - -	136	86 8 0
			34	12 1 8
278	Puncknoll - N. 4	- - -	56	20 3 2
277	Rampisham N. 8	115 10 8	72	48 1 8
276	Ryme - N.	53 2 6		
268	Shaftesbury N. 11	116 10 0	115	70 12 0
			47	9 0 10
268	Shaftesbury - B. *b*	*100 0 0		
268	Shaftesbury, St. James - N. 11	- - -	114	60 1 5
276	Sherborne - B. 4	- - -	122	87 9 9
276	Sherborne (Horsecastle's Lane) - N. 12	1,307 5 6	269	161 10 8
276	‡Sherborne Literary Institution, Evening.			
276	Sherborne Newlands - N. *c*			
269	Shillingstone Ch. 3	- - -	50	25 13 2
267	Silton - - N. 11	- - -	32	17 6 6
273	Sitterton - Ch. 3	- - -	47	21 5 8
	DORSET—*cont.*	£ s. d.		£ s. d.
269	Stalbridge - N. 11	- - *d*	145	89 11 11
			35	10 18 11
			162	94 4 3
			44	13 13 4
270	Stickland - P. 3	- - -	82	52 0 8
			23	6 10 10
275	Stinsford and Bockhampton - - N. 6	85 0 0	44	22 3 8
277	Stoke Abbot N. 8	- - -	58	28 2 4
270	Stourpaine - Ch. 3	50 0 0	77	43 19 6
269	Stourton-Caundle - N. 1	- - -	32	15 7 0
268	Stower, East- N. 11	- - -	42	17 10 4
268	Stower Provost and Todbere - N. 11	141 6 8	80	45 17 10
			13	4 9 2
271	Sturminster Marshall - N. 7	- - -	81	24 9 3
			27	6 2 4
269	Sturminster, Newton - N. 3	500 0 0	162	92 19 2
			23	6 19 2
268	Sutton-Waldron - N. 11	- - -	27	16 15 6
273	Swanage - N. 7	16 4 6	154	83 11 4
			20	7 11 8
273	Swanage - B. 4	- - -	71	31 0 7
278	Swyre - Ch. 4	- - -	58	37 6 6
278	Symondsbury Ch. 4	- - -	64	17 12 11
			30	7 17 3
270	Tarrant Hinton - - N. 3	- - -	57	36 0 0
275	Tolpuddle - 6	- - -	39	26 19 0
271	Verwood - N. 3	137 13 6	77	48 16 10
278	Walditch - Ch. 4	196 0 0	31	10 9 10
273	Wareham - N. 7	- - -	162	90 2 4
			37	18 19 2
273	Wareham - B. 4	450 0 0	122	63 19 2
273	Wareham and Purbeck - U.			
274	Wareham and Melcombe Regis, St. Mary's - - Ch. 6	270 0 0	347	195 11 4
			40	15 10 0
274	Weymouth - B. 4	- - -	94	40 4 6
274	Weymouth, St. John's District - Ch. 6	250 0 0	286	169 8 6
			17	4 9 2
274	Weymouth, Holy Trinity N. 6	515 0 0	390	219 17 3
278	Whitchurch Canonicorum N.	131 12 6		
271	Wimborne - B. 12	- - -	57	23 12 10
271	Wimborne Minster - N. 7	200 0 0	214	130 5 0
			20	8 0 0
271	Wimborne, St. Giles' - Ch. 10	- - -	84	34 7 6
270	Winterbourne Kingston - Ch. 3	- - -	68	39 5 2
270	Winterbourne Whitchurch N.	*30 0 0		
271	Witchampton N. 7	- - -	82	38 16 2
			20	4 1 8
273	Wool - - N. 7	- - -	58	28 16 10
274	Wyke Regis - N. 4	- - -	138	81 16 4
			11	3 17 6
	DURHAM.			
542	Auckland, Bishop, Bishop Barrington's.			
542	Auckland, Bishop, Edward Walton's - 10	- - -	185	104 9 10

a United to Portland Prison Officers' school.
b Removed from inspection.
c Amalgamated with Horsecastle's Lane school.
d For two years.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
542	Auckland, Bishop, Girls' Industrial - N. 5	260 0 0	139	58 6 2
542	Auckland, Bishop, St. Helen's - B. 10	- - -	107	43 9 0
542	Auckland, Bishop - - W. 10	583 0 0	200	97 8 0
542	Auckland, West N.	110 0 0		
551	Barlow, Winlaton - - Ch.			
543	Barnard Castle N. 11	275 0 0	234	130 18 5
			81	26 5 4
543	Barnard Castle, St. Mary's - R. 1	- - -	69	37 11 0
543	Barnard Castle, Victoria, Infants - B. 4	*100 0 0	102	44 0 10
543	Barnard Castle - - W. 4	- - -	172	101 5 10
545	Belmont - Ch. 2	49 0 0	48	7 1 4
551	Bensham, St. Cuthbert's N. *See* Gateshead.			
541A	Billingham - Ch.	103 0 0		
551	Bill Quay - Ch. 7	- - -	154	64 17 0
			21	8 4 2
548	Birtley - Ch. 5	604 0 0	193	86 6 0
548	†Birtley - R.			
541A	Bishop, Middleham - Ch. 2	- - -	60	40 4 0
541A	Bishopton - N. 2	- - -	49	35 6 6
549	Bishop Wearmouth - Ch. 7	777 6 8	649	309 8 10
549	Bishop Wearmouth, Inft. N.	392 10 0	22	6 16 8
549	Bishop Wearmouth, Old, Infants - N. *a*	150 0 0		
542	Blackboy Colliery - - 3	- - -	319	186 19 0
			37	7 0 10
545	Blackhill - Ch. 6	- - -	154	80 6 0
545	Blackhill, St. Mary's - R. 2	- - -	277	130 9 8
			58	18 4 7
550	Boldon, Boys 3	138 10 0	77	35 6 4
544	Boltsburn, Boys - - Ch.			
544	Boltsburn, Mixed - Ch. 6	- - -	75	14 5 5
542	Bowden Close (Crook) - B. 10	- - -	93	46 0 6
545	Brandon - N. 6	480 0 0	72	37 3 10
			14	4 11 8
545	†Brooms, St. Cuthbert's - R. *b*			
542	Byers Green - N. 2	379 0 0	82	35 11 4
542	Byers Green, Infants - Ch. 2	160 0 0	68	28 10 0
546	Castle Eden, Boys - - N. 6	- - -	33	20 18 6
546	Castle Eden Colliery - N. 3	215 0 0	118	52 14 10
			29	7 4 2
546	Castle Eden, Girls - - N. 6	- - -	48	31 7 6
545	Castleside - Ch. 5	- - -	60	33 9 6
548	Chester-le-Street - N. 3	353 10 0	219	104 13 0
545	Collierley - N. 4	97 0 0	118	65 1 4
540	Coniscliffe - N. 11	79 8 3	67	33 15 0
545	Consett - B. 10	- - -	266	129 2 2
541A	Coopen Bewley N.	149 0 0		
541A	Cornforth - Ch. 11	- - -	171	99 3 6
542	Counden - N. 4	133 0 0	183	82 10 2
542	Crook - - B. 11	519 1 3		*c*
542	Crook (Pease's West) - B. 10	- - -	247	124 14 4
540	Darlington, Albert - B. 9	575 0 0	355	187 17 2
540	Darlington, Bank Top Railway - B. 9	540 0 0	182	99 2 10
540	Darlington, Bridge Street B. 9	140 0 0	68	31 4 8
540	Darlington, Bridge Street W. 9	1,388 0 0	245	123 6 10
540	Darlington, Feetham's - B. *d*			
540	Darlington, Kendrew St., Girls - B. 9	- - -	192	88 0 2
540	Darlington, St. Augustine's - - R. 1	- - -	174	71 5 4
540	Darlington, St. Cuthbert's - N. 10	86 0 0	210	125 6 0
540	Darlington, St. John's - N. 10	903 15 0	240	134 13 4
540	Darlington, St. Patrick R. 1	- - -	80	21 16 1
540	Darlington, St. Paul's, Infant - N. 10	- - -	152	61 18 6
540	Darlington, Skinnergate Street - B. 9	- - -	133	54 12 7
540	Darlington, Holy Trinity N. 10	426 6 0	260	138 7 10
549	Deptford, St. Andrew's - N. 7	1,049 0 8	262	123 15 1
549	Deptford, The Laing - Ch. 7	- - -	65	28 10 6
			21	5 4 2
545	Durham, Blue Coat - - - N. 11	- - *e*	290	150 3 8
			66	18 8 4
			284	148 2 4
545	Durham, Male Practising - 11	835 15 0	73	29 16 0
545	Durham, Female Practising - 11	345 0 0	66	30 17 4
545	Durham, St. Cuthbert's R. 2	- - -	93	40 17 8
			34	9 18 4
545	Durham, St. Godric's - R. 2	- - -	134	60 10 6
			22	7 5 0
545	Durham, St. Giles, Infant, Practising - Ch. 11	193 2 6	94	32 8 8
545	Durham, St. Margaret's - P. 11	644 0 0*e*	182	102 15 0
			197	102 1 4
545	Durham, St. Oswald's - N. 11	430 15 0	191	89 2 6
545	Durham - W. 1	- - -	113	63 4 0
541A	Eaglescliffe - N. 2	*40 0 0	96	64 9 2
	" - "	61 10 0		
546	Easington Charity - P. 4	- - -	60	20 0 3
			17	4 8 11
547	Easington Lane, Colliery - 3	- - -	217	104 2 10
			18	6 11 8
544	Eastgate, Barrington.			
544	Eastgate, Girls 4	- - -	16	4 13 4
543	Eggleston - N. 5	- - -	105	60 6 4
548	Eighton Banks (Barrington) - Ch. 2	- - -	172	93 9 4
			21	6 5 10

a School closed. *b* School sold. *c* Due, but not paid.
d Incorporated with Darlington Bridge Street B.S. *e* For two years.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
542	Eldon - Ch. 5	- - -	126	16 2 3
542	Escomb - Ch. 6	288 18 0	125	63 10 8
542	Escomb and Witton Park Iron Works N. 6	288 10 0	419	184 5 8
542	Etherley - N. 6	*40 0 0 258 9 2	106	64 8 0
542	Etherley, Infants - - Ch. 6	- - -	76	30 18 2
542	Evenwood - N. 5	153 0 0	84	40 0 10
542	Evenwood - B. 4	- - -	73	22 5 8
551	Felling, Chemical Works - 2	- - -	440 36	250 4 10 8 18 4
551	Felling, St. John Baptist - R. 2	- - -	202 21	101 16 5 8 14 2
541A	Ferry Hill - N. 5	98 0 0	51	23 3 8
542	Firtree - Ch.			
541A	Fishburn (Edgefield) - - Ch.			
543	Forest of Teesdale, Mixed N. 6	*45 0 0	63	45 11 6
545	Forest of Teesdale, Girls- N. *a*			
545	Framwellgate Moor - N. *b*	50 0 0		
544	Frosterley - W. 11	- - -	74	38 16 2
543	Gainford - N. 12	238 17 6	*d* 57 64	38 8 10 44 19 10
551	Gateshead - N. 10	473 12 6	972 39	496 1 6 9 19 2
551	Gateshead, Bensham, St. Cuthberts, N. 11	83 15 0	199	80 7 2
551	Gateshead, Friar's Goose - B. 6	- - -	157	75 6 6
551	Gateshead, High Fell - N. 4	- - -	78	30 5 0
551	Gateshead, Infants and Sunday - N.	*140 0 0		
551	Gateshead, Low Fell - N. 2	166 10 0	170	86 5 4
551	‡Gateshead, Our Lady and St. Wilfred's - R.			
551	Gateshead, St. James - Ch. 11	- - -	228	118 18 10
551	Gateshead, St. Joseph's - R. 2	- - -	436 140	192 16 1 43 6 2
551	Gateshead - W. 6	375 0 0	348	159 1 1
541B	Greatham, Boys - - N. *c*	- - -	24	5 5 9
541B	Greatham, Girls and Infants N. 2	*30 0 0 30 0 0	45	21 2 2
551	Greenside - Ch. 3	- - -	96	57 5 8
541A	Grindon - Ch.			
541B	Hartlepool, St. Bega's - R. 1	- - -	140	69 2 5
541B	Hartlepool, St. Hilda's R. 1	- - -	156	84 15 10
541B	‡Hartlepool, Holy Trinity, District Ragged.			
541B	Hartlepool, West, Public 6	1,569 16 0	578	259 1 3
541B	Hartlepool, West, St. Joseph's - R. 1	- - -	104	48 7 1
	DURHAM—*cont.*	£ s. d.		£ s. d.
550	Harton - N. 6	209 11 3	62 11	29 2 0 3 7 6
543	Harwood-in-Teesdale - N.			
540	Haughton-le-Skerne - N. 2	94 0 0	89	43 19 4
541A	Haverton Hill, St. John's Ch. 11	68 12 6	50	18 19 4
546	Hawthorn, St. Michael's - Ch. 4	- - -	37	19 8 6
550	Hebburn, Iron Ship Building - - 2	- - -	128	64 8 8
550	Hebburn, New Town - - W. 4	- - -	121	62 10 4
551	Hedgefield, Colliery - Ch. 3	- - -	63	33 5 6
540	Heighington, Endowed - Ch. 6	42 0 0	51	8 18 6
549	Hendon, St. Paul's - N. 7	671 0 0	488	217 5 8
549	Hendon, New Town, St. Paul's - N. 7	- - -	107	51 17 2
549	Hendon, Robinson Street - W. 4	- - -	166	98 19 5
547	Herrington, St. Cuthbert's 7	- - -	237 15	96 17 6 3 7 6
547	Hetton-le-Hole - - N. 3	*110 0 0	257 62	124 13 3 21 9 4
551	Heworth, near Gateshead - - N. *c*	*58 0 0		
551	Heworth, St. Alban's (Windy Nook) - N.	*85 0 0 60 0 0		
545	Holmside - N.	72 0 0		
547	Houghton-le-Spring, Pit, Infants - 12	- - -	45	33 15 0
547	Houghton-le-Spring, St. Michael's - N. 7	- - -	121	54 18 6
547	Houghton-le-Spring - R. 12	- - -	125	81 0 0
547	Houghton-le-Spring - W. 2	115 8 4	120	67 6 2
544	Hunstanworth P. 6	- - -	69 33	32 8 8 11 2 6
542	Hunwick - N. 12	179 12 9	131	60 5 8
540	Hurworth - N. 2	70 0 0	72	29 1 0
540	Hurworth - W. 7	- - -	82	40 14 6
549	Hylton, North N.	37 10 0		
549	Hylton, South N. 7	*110 0 0	97 11	43 17 0 2 14 2
550	Jarrow - R. 2	- - -	290	114 17 9
550	Jarrow - W. 4	- - -	224	101 6 8
550	Jarrow Bede N.			
550	Jarrow Ellison Ch. 10	406 15 0	271	113 11 8
550	Lake, Chemical Works - 2	- - -	90	43 19 6
548	Lamesley - N. 7	- - -	116	52 3 4
545	Lanchester - Ch.	86 14 0		
543	Langleydale N. 6	162 0 0	40	30 0 0
545	Leadgate - N. 5	168 10 0	165	76 16 0
545	Leadgate - W. 7	- - -	93	47 6 8
547	Leamside - Ch. 10	- - -	48	12 5 3
545	Lintz Colliery Company's - 3	- - -	71	30 2 4

a Merged into Forest of Teesdale, Mixed N.S. *b* School extinct. *c* Removed from inspection.
d For two years.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
545	Ludworth - N. 3	120 0 0	63	28 18 10
548	Lumley - N. 3	61 3 4	96	43 19 8
542	Lynesack - N. 5	152 10 0	86	47 4 2
542	Lynesack and Softley - B.	*50 0 0		
542	Merrington N. 6	204 0 0	63	39 1 1
541B	Middleton in West Hartlepool - N. 11	58 0 0	62	38 10 8
541B	Middleton, in West Hartlepool, St. John's, Infant - N. 11	- - -	82	40 11 10
549	Monkwearmouth, Industrial - Ch. 6	- - -	205	84 7 4
549	Monk Wearmouth - N. 7	250 3 4	141	66 15 2
549	Monkwearmouth, St. Bennet's - R. 2	- - -	183	68 10 1
541A	Mount Pleasant (Ferry Hill) United Pres. 1	- - -	122	58 2 8
545	Muggleswick Ch.	114 9 10		
547	Newbottle, St. Matthew's N. 7	- - -	94	26 6 11
542	Newfield - N. 2	138 6 8	76	21 17 7
544	Newhouse - B.			
542	Newton Cap Colliery - 5	- - -	101 11	51 16 2 3 19 2
541A	Newton, Long N.			
541A	Norton - N. 2	- - -	123 35	70 8 0 17 4 2
545	Oxhill (Collierley) Colliery - Ch.			
545	Page Bank - B. 4	- - -	83	30 10 2
549	Pallion, St. Luke's - Ch. 6	- - -	143 30	57 4 3 11 6 8
548	Pelton - - N. 4	166 0 0	86	42 7 2
548	Pelton, West Colliery - Ch. 3	- - -	120	52 3 0
547	Pensher Colliery - 1	- - -	173 48	90 14 8 15 1 8
540	Pierce Bridge Ch. 12	- - - *a*	48 46	22 11 4 22 16 8
545	Pittington - N. 11	168 2 6	104	46 8 0
541A	Port Clarence B. 11	- - -	181	81 4 0
547	Rainton, East N. 12	136 7 6	*b*	
547	Rainton, West Ch. 2	252 0 0	202 24	80 5 4 7 3 4
542	Ramshaw - N. 5	- - -	50	24 6 4
540	Rise Carr (Darlington) Infant - B. 9	- - -	81	33 6 10
542	Roddymoor (Crook) Infants - - B. *c*			
549	Ryhope, Village - - Ch.			
551	Ryton - - Ch. 11	- - -	76	33 4 6
548	Sacriston - N. 6	60 0 0	77 7	12 14 9 3 0 10
548	Sacriston, St. Bede R. 2	- - -	65	36 9 4
540	Sadberge - Ch. 11	93 0 0 *a*	43 45 5	28 15 6 28 12 0 0 12 6

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	DURHAM—*cont.*	£ s. d.		£ s. d.
546	Seaham Cottages, Mixed 3	- - -	43	17 14 6
546	Seaham Harbour - - N. 3	*40 0 0 528 0 0	341 21	169 18 6 9 5 10
546	Seaham, New " Earl Vane's Ch. 11	- - -	320	118 16 2
541B	Seaton Carew N. 2	128 5 0	60	29 3 6
546	Seaton Colliery. *d*			
541A	Sedgefield (Ferry Hill) Ch. 11	- - -	128	58 0 1
545	Shadforth - - N. 3	56 10 0	28	17 2 0
545	Sherburn - N. 3	165 10 5	142	80 12 8
545	Sherburn Hill N. 3	120 15 0	88	45 1 3
550	Shields, South, Jarrow Chemical Works 2	- - -	781	407 11 4
550	Shields, South, Old Charity N. 11	182 18 0		*b*
550	Shields, South, St. Bede's - R. 2	- - -	394	214 13 2
550	Shields, South, St. John's, Saville Street Sess.	400 0 0		
550	Shields, South, St. Mary's, Tyne Docks Ch. 1	486 1 3	267 8	131 2 8 3 13 4
550	Shields, South, St. Stephen's N. 11	568 5 0	269	123 15 3
550	Shields, South, Holy Trinity N. 11	*200 0 0 36 10 0	216	116 14 6
550	Shields, South, " Union - B. 2	*225 0 0 280 0 0	613	302 12 6
542	Shildon - N. 5	*55 0 0 115 0 0	160 17	70 2 6 4 9 2
542	Shildon, New " B. 10	256 12 3	194	95 11 10
542	Shildon, Old B. 10	- - -	231	111 7 0
545	Shincliffe - N. 11	297 7 6	129 21	77 7 4 6 10 10
542	South Church N. 3	273 13 0	139	57 19 5
542	South Church B. 11	- - -	116	60 0 0
549	Southwick - N. 6	*150 0 0 179 6 10	261	73 17 2
542	Spennymoor " N. 3	178 4 0	241	95 17 2
543	Staindrop - N. 2	79 11. 6	101	72 9 0
543	Stainton - N. 3	- - -	45	32 16 6
541A	Stainton, Great N. 3	63 6 8	25	0 13 11
544	Stanhope, Barrington - Ch. 11	252 0 0	198	96 16 2
544	Stanhope, St. John's Chapel - - Ch.			
545	Stanley (Durham) Mixed N. 3	260 5 0	107	51 8 0
545	Stanley (Tanfield), Infants N. 3	- - -	98	43 11 6
551	Stella, St. Cuthbert's N. 5	564 3 0	231 17	118 7 10 7 10 10
551	Stella - - R. 12	279 0 0	182 62	95 4 6 25 19 5
541A	Stockton-on-Tees - - B. 11	100 0 0	309	141 6 8

a For two years. *b* Due, but not paid. *c* Removed from inspection. *d* School extinct.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
541A	Stockton-on-Tees, Industrial - N. 10	- - -	221	116 11 6
541A	Stockton-on-Tees, Ragged and Industrial - 10	- - -	163 57	78 18 11 21 13 7
541A	Stockton-on-Tees, St. Thomas' N. 10	303 0 0	194	107 6 4
541A	Stockton-on-Tees, Holy Trinity - N. 10	464 0 0	73 35	44 14 8 8 7 6
541B	Stranton - N. 11	367 10 0	*a*	
541B	Stranton, New N. 11	- - -	152 13	74 11 6 4 7 6
549	Sunderland - B. 5	30 0 0		
549	Sunderland, Gray - N. 7	*90 0 0	411	155 12 2
	" "	1,150 0 0	40	3 12 4
549	Sunderland, King Street W. 2	- - -	256	118 16 10
549	Sunderland, Nicholson Street - W. 2	- - -	261	108 11 11
549	Sunderland, St. George's R. 2	- - -	111	56 6 8
549	Sunderland, St. Mary's - R. 2	- - -	306 43	120 8 0 15 18 10
549	Sunderland, Trimdon Street - W. 2	- - -	148	59 3 2
549	Sunderland, Whitburn Street - W. 2	- - -	233	105 15 2
542	Sunnyside, Crook - B.			
551	Swalwell, Public - 12	- - -	84 *c*75	23 15 8 33 2 4
545	Tanfield - N. 2	155 7 0	77	45 0 0
545	Tanfield, Infant - - N. 2	- - -	74	28 17 0
546	Thornley - N. 6	75 0 0	33	19 15 8
546	Thornley Colliery - - N.			
546	Thornley, St. Godric's - R.			
544	Tow Law - N. 6	407 4 0	171	86 2 6
544	Tow Law - W. 11	405 0 0	218	131 4 10
545	Tudhoe - Ch. 5	264 17 5	123	47 15 2
545	Tudhoe, Iron Works - W. 11	445 16 0	154	74 15 4
541A	Tursdale Colliery - - B. 4	- - -	108	45 2 0
550	Tyne Docks B. 1	653 8 9	313 33	156 14 4 11 17 6
548	Usworth Colliery - 11	- - -	185	54 17 9
548	Washington P. 6	357 0 0	128 45	65 9 6 13 9 2
548	Washington, Chemical Works - Ch. 6	- - -	132	66 13 6
548	Washington, St. Joseph's R. 12	- - -	160	86 6 8
548	Washington W. 2	- - -	48	22 13 6
545	Waterhouses (Crook) - B. 11	- - -	110	55 14 8
544	Wearhead - Ch. 5	- - -	59	28 13 4
549	Wearmouth Colliery - N. 12	712 10 0	518	252 17 0
544	Westgate Barrington - 4	- - -	88	44 18 6
550	Westoe - P. 5	- - -	137	70 9 10
551	Whickham - P. 11	- - -	147	85 13 2
550	Whitburn - N. 6	396 2 0	91	52 3 10
543	Whorlton - N. 2	- - -	59	35 11 0
545	Willington - N. 5	150 5 0	127	62 10 0
545	Willington Colliery.			
546	Wingate - Ch. 11	- - -	86	48 17 4
551	Winlaton - Ch. 5	- - -	116 10	57 8 2 3 15 0
543	Winston - Ch. 6	- - -	19	10 18 6
548	Witton Gilbert - - N. 5	35 0 0	67	27 18 0
544	Wolsingham N. 6	250 0 0	37	15 15 0
544	Wolsingham W. 11	- - -	129	77 10 8
541A	Wolviston - N.	*49 0 0		
551	Wreckenton N. 2	232 6 8	72	32 18 0
	ESSEX.			
196	Abridge - N.	52 0 0		
197	Aldborough Hatch - N. 12	- - -		
205	Aldham - N. 3	30 0 0	61	31 13 10
210	Arkesden - N.	50 0 0	35	15 12 11
210	Ashdon - N.	5 0 0		
198	Aveley - N. 6	122 0 0	89	49 10 2
200	Baddow, Great N. 5	*75 0 0	19 117	5 19 2 83 3 10
200	Baddow, Little N. 5	- - -	33 60	12 19 2 44 13 10
209	Bardfield, Great - B. 5	- - -	20	9 3 1
197	Barking, Girls - - W. 7	- - -	117	71 5 6
197	Barkingside N. 12	301 7 6	81	22 19 9
212	Belchamp, Walter - N.	*35 0 0	168	88 8 10
199	Benfleet, North N. 10	121 4 0	40	22 18 2
201	Benfleet, South N. 10	120 0 0	9	3 5 10
203	Bentley, Great N.	145 0 0	44	19 11 4
203	Bentley, Great W. 6	- - -	35	16 11 0
203	Bentley, Little N.	60 0 0	22	6 10 0
139	Berden - N. 1	142 0 0		
199	Billericay - N. 11	114 5 5	42	20 7 10
205	Birch - - N. 3	- - -	98	51 3 6
139	Birchanger - N. 1	- - -	185	110 18 2
211	Birdbrook - N. 3	60 0 0	55	21 4 0
208	Bocking - N.	*87 0 0	52	22 9 6
	"	36 0 0		
208	Bocking - B. 10	- - -		
200	Boreham - N. 5	120 0 0	93	50 6 10
199	Bower's Gifford and Pitsea - - N. 10	142 13 4	46	26 10 0
205	Boxted - N. 2	*55 0 0	36	16 11 6
208	Braintree - N. 7	433 17 6	45	26 6 6
208	Braintree, Public - B. 10	- - -	118	46 9 7
206	Braxted, Gt. Ch. 5		212	92 5 4
199	Brentwood, Boys - - N. 11	*60 0 0		
	" "	95 4 2	66	35 6 8
199	Brentwood, (Girls and Infants) - N. 11	*50 0 0		
	" "	191 10 0	112	58 16 5
205	Brightlingsea N. "	88 0 0		
205	Brightlingsea W. 6	438 0 0	190	129 9 5

a Due, but not paid. *b* School extinct. *c* For two years.

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	ESSEX—*cont.*	£ s. d.		£ s. d.
203	Bromley, Great N. 2	- - -	45	29 1 8
		- - -	9	1 2 6
200	Broomfield - B. 3	32 13 4	94	51 3 8
195	Buckhurst Hill, Infants - 10	68 0 0	67	20 17 6
195	Buckhurst Hill, St. John's - N. 10	96 0 0	136	79 9 2
199	Burstead, Little Ch. 11	- - -	40	22 19 8
194	Canning Town, Barking Road W. 10	- - -	149	66 11 6
198	Chadwell, Mixed - N. 7	94 0 0	51	31 16 6
200	Chelmsford - B.	*300 0 0		
200	Chelmsford, Victoria - N. 5	*350 0 0	273	154 0 4
			31	8 19 2
210	Chesterford, Great - N. 2	267 0 0	117	40 11 2
200	Chignall, St. James', and Mashbury - N.	75 0 0		
195	Chigwell Row N. 11	*55 0 0	48	24 15 4
	,, ,,	70 0 0		
195	Chigwell Row B. 10	80 0 0	47	16 1 7
199	Childerditch N.	45 0 0		
195	Chingford, (Boys) - N. 7	- - -	33	16 17 4
210	Chrishall - N.			
203	Clacton, Great N.	180 0 0		
210	Clavering - N. 2	65 0 0	65	43 15 0
210	Clavering - B. *a*	116 13 6		
206	Coggeshall - N.	*200 0 0	163	91 16 2
	,, ,,	184 19 10	25	9 0 10
206	Coggeshall - B.	118 0 0		
204	Colchester, Blue Coat - N. 3	754 0 0	511	277 6 7
204	Colchester - B. 9	- - -	99	60 9 4
204	Colchester, Magdalen Street Branch - N. 3	- - -	143	84 4 0
204	Colchester, St. Leonard's - N. 2	153 0 0	89	35 13 0
204	Colchester, St. Peter's, North Hill - N.	*75 0 0		
	,, ,,	22 17 4		
207	Colne-Engaine - N. 4	60 0 0	57	31 15 0
			9	3 12 6
207	Colne-Earls Ch. 7	- - -	132	80 14 1
207	Colnes (Earls), United - B. 5	- - -	33	16 13 2
			40	29 2 6
205	Copford - N. 3	72 13 4	24	8 6 8
208	Cressing - Ch. 4	- - -	47	25 3 0
208	Cressing - B. *b*			
197	Dagenham - N.	*60 0 0		
200	Danbury - N. 5	- - -	97	28 4 0
			35	12 7 6
205	Dedham - N. 3	- - -	75	48 18 6
205	Dedham Heath - Ch.	102 0 0		
202	Dengie - N.	84 7 6		
205	Donyland (East) - N. 3	111 10 0	108	60 13 2
199	Downham - Ch. 2	- - -	32	19 0 0
209	Dunmow - B. 5	231 3 0	139	88 11 6
209	Dunmow, Great - - Ch. 1	39 0 0	180	109 15 6
200	Easter, Good N.	26 0 0		
209	Easter, High N. 1	100 0 0	105	63 14 0
			37	16 7 6
210	Elmdon - N.	112 10 0		
139	Elsenham - N. *c*			
195	Epping - B. 2	132. 0 0	48	23 1 1
195	Epping and Coopersale, Girls - - Ch. *c*			
195	Epping and Theydon Garnon - - N. 10	*42 0 0	207	122 5 0
	,, ,,	1,390 0 0	21	10 14 0
139	Farnham - Ch. *c*			
206	Feering - N. 5	110 0 0	56	28 10 5
			16	5 8 1
208	Finchingfield N. 1	369 0 0	112	74 0 6
205	Fordham - N. 2	- - -	44	217 1 2
194	Forest Gate - N. 7	347 8 4	196	98 7 6
			42	17 16 4
212	Foxearth - - 4	- - -	17	6 15 10
203	Frating - N. 3	- - -	31	20 1 6
200	Galleywood - N. 5	- - -	78	43 0 6
198	Grays - - N. *b*			
196	Greenstead, East - - N. 3	- - -	61	39 8 0
			71	36 5 6
201	Hadleigh - Ch. 10	171 0 0	11	3 12 6
197	Hainault Forest - N. 11	102 0 0	88	44 10 6
139	Hallingbury, Little - N.	171 8 7		
207	Halstead - B. 10	345 0 0	223	70 14 5
207	Halstead, St. Andrew's - N. 4	341 5 0	156	88 2 4
			47	17 9 2
207	Halstead, the Howe - - B. 3	- - -	58	29 4 2
207	Halstead, Lower, Trinity - Ch. 4	130 0 0	53	25 9 10
207	Halstead, Trinity - - N. 4	193 7 0	167	95 19 8
194	Ham, West (Pelly Memorial), Model Ch. 6	969 10 0	317	184 12 10
194	Ham, West, and Stratford, Boys - B. 7	*125 0 0	136	10 0 0
	,, ,,	37 6 8		
194	Ham," West, and Stratford, Girls and Infants B. 7	265 0 0	243	124 18 10
194	Ham; West, Girls - - 6	- - -	94	55 14 8
200	Hanningfield, West - - N. 5	- - -	60	39 17 0
195	Harlow, Potter Street - N. *c*	*25 0 0		
203	Harwich - N. 3	- - -	126	63 14 8
209	Hatfield, Broad Oak, St. Mary's Ch. 1	249 15 0	114	57 7 4
			18	6 10 0
209	Hatfield Heath - Ch. 1	- - -	54	28 3 6
209	Hatfield Heath - B. 4	- - -	66	34 4 6
206	Hatfield Peverell - N. 10	- - -	124	47 14 7
197	Havering-atte-Bower - N.	*32 0 0		
201	Hawkwell - N.	45 10 0		
207	Hedingham, Castle - 4	- - -	86	53 12 2
			35	13 0 10
207	Hedingham, Sible - - N. 4	180 0 0	98	53 1 8
			14	5 6 8

a School sold, 49*l.* 0*s.* 8*d.* repaid. *b* School closed. *c* Removed from inspection.

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	ESSEX—*cont.*	£ s. d.		£ s. d.
211	Helion-Bumpstead - N. 3	132 5 0	47	24 4 8
210	Hempstead - Ch. 2	100 0 0	47	28 12 0
212	Henny, Great and Little - N. 4	106 0 0	36	11 15 3
202	Heybridge Iron Works - 7	- - -	85	45 8 4
140	Heydon - N. 5	94 2 0	55	37 4 8
194	Higham Hill B. 9	- - -	47	22 5 10
137	High Beech - N.	52 0 0		
196	High Laver N.	143 15 0		
196	High Ongar Ch.	201 0 0		
200	Highwood - N. 5	178 0 0	56	36 5 6
			18	5 15 0
201	Hockley - N.	60 0 0		
197	Hornchurch N. 12	412 4 0	125	77 9 1
199	Horndon, East N. 11	*52 0 0	84	65 6 5
198	Horndon-on-the-Hill - N.	100 0 0		
194	Hudson Town, Girls and Infants - - N. 6	- - -	195	91 17 6
197	‡Ilford, Great, Girls - N. 11	- - -	89	26 14 6
194	Ilford, Little N. 7	132 3 9	71	34 19 6
200	Ingatestone - P. 7	251 0 0	28	21 0 0
199	Ingrave - N.	88 6 3	42	9 18 3
206	Kelvedon - N.	*61 0 0	90	45 2 4
			28	10 11 8
206	Kelvedon - B. 5	- - -	52	9 1 1
196	Kelvedon-Hatch - N.			
205	Langham, Parish - B.	61 17 6		
210	Langley - Ch.	175 19 0		
202	‡Latchingdon N. *a*			
205	Layer-de-la-Hay, - - N.	*50 0 0		
201	Leigh - - N. 10	500 0 0	98	65 17 0
			8	1 6 8
200	Leighs, Great N. 4	141 0 0	41	18 0 0
204	Lexden - N. 3	- - -	64	32 1 8
194	Leyton and Ozler, Charity N. 6	- - -	72	35 6 8
			17	4 14 2
209	Lindsell - N.	29 0 0		
210	Littlebury, Endowed - N. 2	- - -	85	43 9 11
195	Loughton - N. 10	14 0 0	75	38 12 2
			33	13 0 10
195	Loughton - B. 5	- - -	51	28 17 0
202	Maldon - N. 4	611 0 0	138	90 19 2
202	Maldon - B. 4	- - -	158	81 13 8
203	Manningtree N. 3	- - -	119	50 1 0
203	Manningtree W. 5	228 0 0	105	65 11 0
207	Maplestead, Great - N. 4	- - -	37	19 6 4
200	Margaretting Ch. 7	- - -	51	33 3 0
205	Marks Tey - N.	136 3 9		
205	Mersea, East N.	156 0 0		
205	Mersea, West N. 3	- - -	58	40 14 0
			13	5 17 6
203	Mistley Norman - - N. 3	- - -	99	34 5 0
200	Moulsham, St John's - N. 5	240 15 0	152	93 7 10
198	Mucking - P. 7	- - -	21	5 19 7
196	Navestock - N. 11	145 6 3	106	46 11 0
210	Newport - N. 2	100 0 0	45	28 8 10
202	Norton, Cold N.	20 0 0		
139	Oakley N.	*30 0 0		
	„	83 0 0		
198	Ockendon, North - Ch. 11	- - -	50	9 16 8
198	Ockendon, South - N. 7	- - -	74	34 12 6
			18	5 15 0
198	Orsett - N. 7	177 7 6	161	54 15 3
			31	9 4 9
203	Osyth, St. - N. 3	177 15 0	94	53 19 10
195	Parndon, Great - N. 10	*25 0 0	51	34 15 6
208	Pattiswick - N.	*45 0 0		
205	Peldon - N. 3	- - -	47	22 18 9
			24	5 9 0
194	Plaistow - N. 6	*62 0 0	134	61 4 6
	„ „	74 13 4		
194	Plaistow, Hall's Ville - - N. 6	1,133 0 0	298	162 16 11
			10	3 11 3
194	Plaistow, Holy Trinity - Ch. 6	- - -	102	43 7 6
202	Purleigh - P. 4	- - -	78	33 17 6
			8	2 12 6
210	Radwinter - N. 2	360 15 0	112	36 14 8
			26	9 13 4
201	Rayleigh - N. 10	- - -	74	17 1 4
201	Rayleigh - B. 6	- - -	61	24 19 4
210	Rickling - N. 2	51 11 2	45	19 10 11
207	Ridgewell - N. 4	- - -	41	24 11 6
206	Rivenhall - Ch. 7	- - -	36	11 12 8
201	Rochford - B. 7	- - -	73	42 11 0
197	Romford - B. 4	- - -	59	25 13 2
197	Romford - N. 12	*150 0 0	266	145 14 0
	„ „	133 13 5		
197	Romford, Noak Hill - N.	96 0 0		
197	Romford, St. Andrew's - N. 12	255 11 8	118	59 9 4
			62	40 8 0
200	Roxwell, Boys N. 5	- - -	19	6 15 10
200	Roxwell, Girls N. 5	- - -	53	23 9 7
210	Saffron Walden - - B. 5	62 0 0	271	133 0 0
210	Saffron Walden - - N. 2	222 2 3	146	45 0 0
208	Saling, Great N.	42 0 0		
200	Sandon - N. 5	- - -	48	29 5 6
199	Shenfield - Ch. 11	- - -	176	100 0 9
			29	11 3 6
201	Shoebury-ness - - Ch. 10	- - -	127	80 2 4
194	Silvertown - N. 7	- - -	158	73 13 10
201	Southchurch N. 10	170 0 0	25	17 18 0
201	Southend - N. 10	- - -	68	27 17 9
202	Southminster - - N. 4	255 10 0	113	40 19 7
			17	0 8 8
200	Springfield - N. 5	29 17 0	122	77 1 2
200	Springfield, Infant - N. 5	35 0 0	52	32 10 2
207	Stambourne N.	216 0 0		
196	Stanford Rivers - Ch. 11	127 0 0	64	42 16 10
			72	38 9 0
139	Stanstead - B. 4	*30 0 0	65	24 3 2
139	Stanstead, Mountfitchett - N. 3	140 5 0	159	81 10 4
205	Stanway - N. 3	- - -	64	44 12 11
211	Steeple Bumpstead - N. 3	267 14 6	95	41 0 11
			19	5 7 6
200	Stock and Buttsbury - N.	*90 0 0		
194	Stratford, Ch. Ch. District N. 6	254 10 0	202	90 5 10

a Removed from inspection.

b For two years.

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	ESSEX—*cont.*	£ s. d.		£ s. d.
194	Stratford, Eastern Counties Railway Mech. Institution - - 1	- - -	218	102 2 8
194	Stratford, St. John's - N. 6	*250 0 0	352	197 4 2
	" - "	78 6 8		
194	Stratford, St. Paul's - N. 7	611 0 0	178	47 0 10
209	Takeley - N. 1	- - -	52	15 2 2
203	Tendring - N. 3	60 0 0	68	35 7 3
			13	3 18 8
203	Tendring - W. 9	- - -	30	7 0 3
195	TheydonBois N.	132 0 0	74	52 1 2
203	Thorington, Mixed - 3	- - -	16	6 1 8
207	Tilbury - N. 4	120 0 0	22	12 5 6
202	Tillingham - N. 4	283 10 0	134	70 7 2
			26	8 16 8
202	Tollesbury - B. 10	- - -	82	42 8 8
207	Toppesfield - N. 4	426 0 0	79	49 5 0
197	Upminster - N. 12	75 0 0*a*	71	38 8 6
			72	35 5 4
194	Victoria Docks, Infants.			
194	Victoria Docks, St. Mark's Ch. 7	749 13 9	628	287 18 0
201	Wakering, Great - N.	50 0 0		
137	Waltham Abbey - N. 6	- - -	161	81 6 2
			23	8 5 10
137	Waltham Abbey - B. 6	110 0 0	91	45 8 4
200	Waltham, Great - N. 5	279 4 0	122	76 15 6
			17	5 7 6
194	Walthamstow, Marsh St. - B. 4	- - -	93	32 14 10
194	Walthamstow, N. 6	- - -	404	212 1 6
194	Walthamstow, Chapel End, St. John's - N. 6	*50 0 0	70	44 1 7
194	Walthamstow, Wood St. B. 7	- - -	79	35 5 9
194	Wanstead - N. 6	- - -	147	84 16 0
197	Warley, Great, Ch. Ch. - N. 11	172 17 6		*b*
197	Warley, Great, (Lower) - N. 11	105 0 0	34	24 12 6
			14	4 16 8
203	Weeley - N.	105 0 0		
208	Wethersfield N. 4	145 8 0	130	77 3 7
			33	12 1 5
210	Wicken Bonant - - N. *c*	*20 0 0		
210	Widdington N. 1	- - -	43	25 13 6
196	Willingale - N.	130 10 0		
196	Willingale Doe - - N. 7	*39 0 0	72	29 13 9
206	Witham - N. 5	321 7 4	211	139 16 6
			21	7 15 10
206	Witham - B.	*150 0 0		
205	Wivenhoe - N. 3	300 5 0	154	82 4 6
203	Wix - - N. *d*	65 0 0		
203	‡Wix - - W.			
194	Woodford - N. 6	114 0 0	151	94 6 0
			19	6 16 8
194	Woodford - B.			
194	Woodford Bridge, Infants - - N. *e*			
194	Woodford Bridge, St. Paul's - Ch. 6	404 0 0	63	44 19 4
			19	6 10 10
200	Woodham Ferrers - N.	106 0 0	55	31 17 10
			17	2 2 6
200	Writtle - B. 5	- - -	49	29 10 5
207	Yeldham, Great N. 4	- - -	50	31 13 6
207	Yeldham, Little - N.	133 0 0		
	GLOUCESTER.			
331	Acton Turville Ch. 5	- - -	48	28 1 0
332	Almondsbury N. 4	*80 0 0	85	44 17 8
	" - "	91 3 10		
332	Almondsbury, Patchway - N. 4	227 0 0	56	31 10 2
332	Alvestone - N. 2	*40 0 0	63	28 5 0
340	Ampney-Crucis, Endowed - - 6	- - -	79	16 0 0
337	Arlingham, Endowed - N.	91 17 6		
337	Arlingham, Infants - Ch.	100 0 0		
341	‡Arlington - B.			
345	Ashchurch - N. 3	120 4 4	43	18 3 10
			3	0 17 6
336	Ashelworth - N. 4	42 0 0	71	32 9 2
338	Avening - N. 1	160 0 0	94	41 7 6
			38	11 5 9
334	Awre and Blakeney - N.	115 0 0		
344	Badgworth - N. 5	163 6 6	45	20 19 2
332	Berkeley - Ch. 3	- - -	198	113 9 10
341	Bibury - N. 6	- - -	72	32 15 2
			10	4 11 8
343	Bishop's Cleeve - N. 2	135 0 0	83	51 18 8
338	Bisley, Boys N.			
327	‡Bitton - N.			
334	Blaisdon - N.	69 0 0		
334	Blakeney - B. 2	- - -	78	49 10 4
406	Bourton-on-the-Hill - N. 2	- - -	48	18 10 5
342	Bourton-on-the-Water - N.	152 0 0		
342	Bourton-on-the-Water - B. 2	- - -	52	25 4 8
577	Bream - - N. 5	233 15 3	141	63 18 6
			7	1 12 6
576	Briavel's, St. P. 7	- - -	60	23 1 10
340	Brimpsfield - N.	37 0 0		
338	Brimscombe N. 11			*b*
330	Bristol, Anvil Street - B. 3	- - -	283	113 16 11
329	Bristol, Back Fields - W. 3	1,526 0 0	364	220 9 8
330	Bristol, Baptist Mills - W. 3	- - -	218	103 15 0
329	Bristol, Counterslip - - B. 3	- - -	110	76 3 2
329	Bristol, Dighton Street - R. 4	- - -	230	122 9 2
			29	9 12 6
329	Bristol, Diocesan Trade.			
330	Bristol, Emmanuel - Ch. 8	435 0 0	316	132 1 8
			83	28 4 5
330	Bristol, Hannah More's N. 11	246 1 8	449	194 19 4
			175	49 4 2
330	Bristol, Highbury - B. 3	- - -	189	49 13 10

a For two years. *b* Due, but not paid. *c* School pulled down and *d*. paid.
d Removed from inspection. *e* School closed.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, Incorporation Poor School.			
329	Bristol, Industrial Training and Reformatory.			
329	Bristol, Lewin's Mead - - B. 3	350 0 0	266	161 11 10
329	Bristol, Maudlin Lane, Moravian - 3	- - -	63	30 4 10
329	Bristol, Meadow Street, Infants - B. *a*			
329	Bristol, Park Row, Indus.			
329	Bristol, Pennywell Lane, Indus. Ragged.			
33	Bristol, Red Cross Street B. 3	280 16 8	726	429 0 10
329	Bristol, Red Lodge Reformatory (Park Row).		71	26 15 10
329	Bristol, Rosemary Street B. 3	- - -	218	122 14 4
330	Bristol, Russell Town - B. 3	510 12 6	192	42 19 3
330	Bristol, Montpelier, St. Andrew's - N. 8	158 6 8	55	26 8 8
329	Bristol, St. Augustine's N. 11	321 5 4	273	123 19 2
329	Bristol, St. Clement's - Ch. 11	529 4 0	168	62 6 0
329	Bristol, St. George's, Brandon Hill - N. 11	- - -	261	105 15 9
330	‡Bristol, St. George's Ragged. *a*			
329	Bristol, St. James', Back Ragged - 3	- - -	164	80 2 10
			39	19 0 10
329	Bristol, St. James', Church Steps - 8	- - -	94	21 10 6
329	Bristol, St. James', Infants - Ch. 8	- - -	108	53 14 6
329	Bristol, St. James' and St. Paul's Benevolent Society's - N. 11	200 0 0	201	70 5 6
			188	56 4 4
329	Bristol, St. John the Baptist's P. 8	300 0 0	101	61 16 4
329	Bristol, St. Joseph's - R. *a*			
330	Bristol, St. Jude's - N. 8	948 4 0	112	49 1 8
			49	12 12 6
330	Bristol, St. Luke's, Barton Hill - Ch. 11	- - -	245	110 4 4
329	Bristol, St. Mary's on the Quay - R. 4	- - -	202	114 4 0
			19	5 5 10
329	Bristol, St. Matthias' on the Weir - N. 8	723 0 0	92	39 7 0

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, St. Michael's - N. 8	40 0 0 *b*	332	139 8 0
			43	15 10 10
			322	128 6 4
			50	19 5 0
329	Bristol, St. Nicholas' and St. Leonard's N. 8	1,150 0 0	160	*c*
330	Bristol, St. Nicholas, (Pennywell Road) - R. 4	- - -	181	115 9 2
329	Bristol, St. Paul's - P. 11	- - -	239	131 6 10
			14	6 5 0
329	Bristol, St. Peter's - N. 8	184 0 0	153	96 8 6
330	Bristol, St. Philip's, Bread Street, Ragged.			
329	Bristol, St. Philip and St. Jacob Ch. 11	1,070 12 6	381	192 8 6
			382	140 1 8
329	Bristol, St. Silas (The Marsh) - N. 11	191 0 0	112	50 6 10
330	Bristol, St. Simon's - N. 11	90 0 0	146	57 2 6
329	Bristol, The Friends - B. 3	- - -	270	173 2 8
330	Bristol, Thrissel Street, Infants - 3	- - -	166	72 10 2
330	‡Bristol, Trinity, St. Philip's Ragged.			
342	Broadwall, St. Paul's - Ch. 1	85 11 6	33	13 4 11
336	Brockworth N.	*30 0 0		
338	Bussage - N.	53 0 0		
338	Cainscross - N. 4	*55 0 0	153	79 8 8
	" "	323 8 0		
333	Cam, Upper, Boys - - N.	*192 0 0		
333	Cambridge, Unsectarian - 1	- - -	60	40 9 10
406	Campden (Chipping) - N. 2	*56 0 0	174	69 15 10
	" " - "	21 8 0		
340	Cerney, North N. 6	155 9 7	74	50 10 8
340	Cerney, South N. 6	- - -	85	34 15 8
			18	5 18 4
338	Chalford - N. 1	248 15 2	137	66 0 2
338	Chalford - B. 1	- - -	79	27 19 4
344	Charlton King's, Boys - - Ch. 3	*60 0 0	62	39 1 4
	" " - "	15 10 8		
344	Charlton King's, Girls - - Ch. 3	- - -	119	54 3 8
344	Charlton King's (Colham Fields) Ch. 3	- - -	27	13 4 0
162	Chastleton, Hitchman's District - 2	- - -	80	39 1 8
344	Cheltenham, All Saints, Infs. Ch. 10	- - -	115	61 13 8
344	Cheltenham B. 2	*125 0 0	470	291 2 4
	" "	1,408 16 8		
344	Cheltenham, Baker Street B. 2	- - -	189	103 17 4
			17	3 12 6
344	Cheltenham, Boys Model Ch. *d*			
344	Cheltenham, Ch. Ch. - N. 10	- - -	120	76 0 0

a School closed. *b* For two years. *c* Refused under Article 52 *d*.
d Merged into Cheltenham, St. Paul's, B. and G. Practising.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
344	Cheltenham, Ch. Ch., Infants - - N. 10	- - - *a*	90 78	37 9 4 38 1 0
344	Cheltenham, Great Norwood St. - W. 2	83 0 0	96	67 17 8
344	Cheltenham, Highbury - B. 2	1,250 0 0	99	49 19 2
344	Cheltenham, Naunton, Infants - N. 10	141 10 0	88	43 0 10
344	Cheltenham, Parish Ch., Boys - N. 10	180 0 0		*b*
	„ „ „	- - -		*c*20 0 0
344	Cheltenham, Parish Ch., Girls - N. 10	1,272 0 0	383	201 13 2
344	Cheltenham, Ragged Industrial - 2	208 3 9	147	75 16 2
344	Cheltenham, St. Gregory the Great - R. 6	336 1 0	95	42 11 4
344	Cheltenham, St. James' - N. 10	- - -		*b*
344	Cheltenham, St. John's - N. 10	352 7 9	290 23	162 7 8 9 10 10
344	Cheltenham, St. Luke's, Bath Road N. 10	- - -	150 123	83 19 0 37 5 10 *d*20 0 0
344	Cheltenham, St. Mark's N. 10	- - -	97	17 14 11
344	Cheltenham, St. Paul's, Boys and Girls Practising - N. 10	742 0 0	206	113 12 4
344	Cheltenham, St. Paul's, Infants - N. 10	314 0 0 *a*	145 117	62 5 8 48 0 10
344	Cheltenham, Holy Trinity, Boys and Girls - - N. 10	- - -	209	110 0 4
344	Cheltenham, Holy Trinity, Infants N. 10	- - -	89	43 17 4
389	Childs Wickham - - N. 2	143 15 0	60	28 18 4
333	Chipping - N.	*110 0 0		
334	Churcham and Bulley N. 6	358 0 0	48	21 14 0
334	Cinderford - B. 2	- - -	176	80 19 10
334	Cinderford, St. John's - N. 6	131 13 4	139	54 3 10
340	Cirencester - B. 1	- - -	69	37 1 2
340	Cirencester, Girls - - B. 1	- - -	76	41 11 0
340	Cirencester, Endowed - Ch. 6	- - -	439	*c*10 0 0
577	Clearwell - N. 5	243 5 0	43 13	25 6 8 4 10 10
330	Clifton - - N. 11	*400 0 0		
	„ - - „	325 12 0		*b*
330	Clifton, Berkeley Place, Infants - N. 9	189 15 0	135	47 19 6
330	Clifton, Bellevue, Girls - 9	- - -	61	25 16 0
330	Clifton - - B. 3	*150 0 0	202	105 2 10
330	Clifton, Ch. Ch. - - N. 9	- - -	290 49	136 13 2 22 5 10
330	Clifton, Ch. of the Apostles R. *e*			
330	Clifton, Hotwells (The Dowry) - N. 9	- - -	207	96 2 4
330	Clifton - U.			
333	Coaley - N. 2	- - -	52	25 16 6
340	Coates - - N.	89 0 0		
344	Coberley - Ch. 5	278 8 6	89	18 13 8
577	Coleford - B. 2	- - -	127	66 9 10
577	Coleford - N. 5	*150 0 0	108 17	48 17 6 4 9 2
340	Colesborne, Village - Ch.			
341	Coln, St. Aldwyn - - N.	241 0 0		
162	Compton, Little - P. 3	163 6 6	17 14	7 17 2 4 3 4
335	Corse - - N.	70 0 0		
338	Cranham - N.	35 0 0		
330	Crew's Hole, Ch. *See* Two Mile Hill.			
332	Cromhall (Industrial) - N. 2	- - -	54	28 11 0
332	Cromhall, Middle - *f*			
577	Dean Forest (Berry Hill) Ch. Ch. - N. 6	265 3 4	82	38 10 0
577	Dean Forest, Ch. Ch. Jubilee - - N. 6	187 0 0	88 18	40 4 10 6 6 8
334	Dean Forest, St. Paul's Oldcroft, and Slade, "Middle" - N.	177 5 0		
577	Dean Forest, St. Paul's, (Park End) N. 6	155 0 0	58	24 10 6
334	Dean Forest, Holy Trinity, Drybrook (Mitcheldean) - N. 6	150 0 0	186	90 9 7
334	Dean Forest, Holy Trinity N. *e*	80 0 0		
334	Dean Forest, Blakeney and Blakeney, Woodside, Infants - Ch.	142 10 0		
334	Dean Forest (Woodside), Holy Trinity - - Ch.			
334	Dean, Little N. 6	200 0 0	85 14	16 14 2 4 12 6
345	Deerhurst - N. 3	255 0 0	34	18 15 0
341	Dowdeswell Ch.			
338	Downend - N. 5	*150 0 0	179	93 9 6
	„ - „	42 10 0		
336	Down Hatherley - N. 5	- - -	43	31 1 0
343	Dumbleton - N. 3	- - -	93	59 19 8
340	Duntisbourne, Abbot's - N.	35 0 0		
330	Durdham-Down, St. John's - N. 9	545 0 0	181 46	71 6 4 15 8 4
333	Dursley - N. 2	*200 0 0	98	62 14 8
	„ - „	91 15 6	38	15 18 4

a For two years. *b* Due, but not paid. *c* Paid under Article 90[1] (1). *d* Retiring pension.
e School closed. *f* Removed from inspection.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
333	Dursley - W. 1	- - -	104	62 16 2
337	Eastington - N. 1	495 0 0	79	42 14 10
			67	16 7 6
337	Eastington - W. 1	- - -	55	25 1 9
341	Eastleach - Ch. 6	188 12 6	85	37 16 4
			17	5 15 10
336	Easton, Lower, St. Mark's - N.	39 9 0		
338	Ebley - N.	467 0 0		
577	English Bicknor - - N. 6	*79 0 0	62	28 18 2
340	Fairford, Endowed - N.	86 10 0		
340	Fairford, Infants - Ch. 6	- - -	62	28 1 2
332	Falfield, Lady Jenkinson's N. 4	- - -	58	33 1 4
			11	3 15 10
330	Fishponds - B. 3	- - -	152	82 14 6
345	Forthampton N. 3	- - -	62	38 16 10
337	Framilode - N. 5	158 15 9	50	23 12 4
337	Framilode - B. 1	- - -	87	56 9 4
331	Frampton Cotterell - N. 4	380 0 0	117	65 16 4
			25	8 9 2
331	Frampton Cotterell - B. 3	189 0 0	107	60 6 0
			18	5 3 4
337	Frampton-on-Severn - N. 5	89 0 0	118	66 3 4
			73	33 14 10
330	Frenchay - N. 4	- - -	20	7 6 8
337	Fretherne - N.	*33 0 0		
330	George, St. - B. 3	71 15 0	92	38 11 6
330	George's, St. (Bristol) - N. 8	287 0 0	298	127 2 11
			76	31 6 4
330	George's, St., Infants - N.	130 0 0		
336	Gloucester - N. 9	- - -	96	36 19 6
			17	3 19 2
336	Gloucester - B. 2	515 9 10	454	236 14 4
330	Gloucester, Bristol, and Oxford Diocesan Practising - 1	- - -	125	57 1 4
336	Gloucester, Ch. Ch. - N. 9	- - -	70	32 16 0
336	Gloucester Deacon St., Boys -	70 0 0		
336	Gloucester - R. 7	- - -	68	48 14 6
336	Gloucester, St. Aldate's Ch. 9	- - -	75	20 6 3
336	Gloucester, St. Catherine's - - N.	*100 0 0	114	44 13 1
336	Gloucester, St. James' - N. 9	565 0 0	294	123 7 0
336	Gloucester, St. John's - N.	125 5 0		
336	Gloucester, St. Luke's - N. 9	- - -	220	103 1 8
336	Gloucester, St. Mark's (Kingsholme) N. 9	109 0 0	192	79 6 1
336	Gloucester, St. Mary-de-Lode - N. 9	- - -	114	45 12 5
			33	11 4 11
336	Gloucester, St. Michael's N. 9	230 0 0	108	41 4 8
336	Gloucester, St. Nicholas' N. 9	- - -	80	34 15 2
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
336	Gloucester - W. 2	- - -	245	127 2 10
343	Gretton - N. 5	- - -	35	16 16 8
335	Haffield (Dymock) - N. 7	- - -	71	28 1 9
327	Hanham - N. 10	*100 0 0		
	,, - ,,	203 13 0	191	98 10 4
327	Hanham - W. 12	- - -	157	*a*
337	Hardwick, Reformatory.			
337	Hardwicke - P. 3	- - -	53	27 6 0
335	Hartpury - N.	145 0 0		
340	Hatherop Memorial - Ch. 6	- - -	37	13 15 10
331	Hawkesbury N. 11	179 11 4		*b*
334	†Hawthorne Ch. *c*			
336	Highnam - N. 1	- - -	39	24 16 6
330	Horfield - N.	*41 0 0		
330	Horfield, Edmond's Trust, Boys Ch. 8	235 4 1	76	43 4 0
			10	3 1 8
330	Horfield, United, Methodist - F.C. 3	- - -	84	55 18 8
338	Horsley - Ch. 3	30 0 0	57	*a*
338	Horsley - W. 1	- - -	44	22 18 4
331	Horton - Ch. 11	270 0 0	59	22 4 6
336	Hucclecote - N. *d*			
334	Huntley - Ch. 6	- - -	82	38 2 4
345	Kemerton - N. 3	60 0 0	46	20 2 8
345	Kemerton, St. Benet's R. 6	52 10 0	22	2 18 4
340	Kempsford Ch. 5	- - -	73	28 13 8
			15	3 4 2
330	Kingsdown, St. Matthew's - N. 8	401 5 0	174	76 15 2
338	Kings Stanley - - N. 11	- - -		*b*
338	Kings Stanley - - B. 1	- - -	57	24 0 6
333	Kingswood - N. *d*	*75 0 0		
333	Kingswood Reformatory.			
327	Kingswood - W.	- - -	235	122 2 8
327	Kingswood Hill - - B.	- - -	169	87 14 10
333	Kingswood (Wotton-under-Edge) - B. 2	- - -	53	28 18 4
			4	0 15 10
122	Lechlade - N.	*60 0 0		
344	Leckhampton - - N. 2	216 10 0	79	41 14 10
344	Leckhampton, St. Philip's - N. 2	- - -	222	117 1 4
345	Leigh - - N.	162 0 0		
342	Longborough Ch. 12	- - -	87	47 0 2
			12	4 18 4
337	Longney - N. 5	137 15 1	35	17 17 10
577	Lydbrook - Ch. 6	77 4 0	103	44 5 4
576	Lydney - Ch. 5	350 15 0	202	90 4 2
336	Maisemore - N. 1	168 0 0	51	24 16 6
331	Marshfield - B. 3	- - -	48	29 3 9
404	Marston Sicca N.	113 0 0		
334	Micheldean, Free - - N.		33	7 1 4
406	Mickleton - Ch. 2	- - -		
338	Minchinhampton - B.		160	78 15 6
338	Minchinhampton - P. 3	- - -	46	12 6 8
			47	24 16 2
334	Minsterworth N. 11	- - -		

a Refused under Article 52 *d*. *b* Due, but not paid. *c* School pulled down.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
338	Miserden - N.	35 0 0		
330	Moorfields (Bristol) - N. 11	- - -	105	45 4 5
406	Moreton-in-the-Marsh Ch. 2	- - -	146	21 0 0
406	Moreton-in-the-Marsh - B. 12	- - -	102	63 15 6
338	Nailsworth - N.	250 0 0		
338	Nailsworth - B. 1	*100 0 0	100	59 5 10
342	Naunton - Ch. 2	- - -	32	12 10 6
335	Newent - N. 7	368 0 0	157	88 3 6
			39	14 7 6
577	Newland - N. 5	77 17 0	63	10 8 2
334	Newnham - N. 6	*50 0 0	114	67 2 6
			30	10 13 4
334	Newnham - B. 2	- - -	71	39 18 0
341	Northleach - N. 6	- - -	84	43 0 0
			8	3 10 0
333	Nympsfield Ch. 12	- - -	41	19 10 8
			12	4 16 8
			76	39 14 9
338	Oakridge - P. 4	- - -	28	10 10 10
342	Oddington - N. 2	147 11 6	63	41 5 2
332	Oldbury-on-Severn - N. 4	170 8 0	39	50 3 6
			15	5 7 6
327	Oldland - N. 10	*100 0 0	135	63 4 5
	" - "	134 3 4		
327	Oldland Common - B.			
332	Olveston and Elbarton - N. 1	*75 0 0	156	85 10 2
332	Olveston, Infant - - N.	130 0 0		
338	Painswick and Rhyl United N. and Industrial 1	503 9 11	196	98 8 2
338	Painswick, Congregational Chapel - B. 1	- - -	39	11 12 0
338	Painswick, The Slad - N. 3	*53 0 0	48	27 8 2
335	Pauntley - N. 7	- - -	37	25 16 0
344	Prestbury - N. 2	*50 0 0	67	24 2 7
	" - "	75 12 0		
331	Pucklechurch N.	60 0 0		
336	Quedgeley - N. 4	- - -	52	26 12 4
338	Randwick - N. 2	163 0 0	83	19 19 8
577	Redbrook - Ch.			
340	Rendcomb Village - - 6	- - -	25	12 16 4
			5	1 15 10
342	Risington, Great - N.	41 0 0		
342	Risington, Little - N.	50 0 0		
338	Rodborough, King's Court B. 1	*70 0 0	68	17 0 10
			17	6 3 8
338	Ruscombe - B. 1	- - -	114	26 12 7
336	Sandhurst - N.	106 0 0		
338	Selsley Ch. 11	- - -	*a*	
341	Sevenhampton - N. 3	- - -	43	17 7 11
			18	5 18 4
341	Sherborne, Lord Sherborne's - 8	- - -	83	35 10 6
			18	5 13 4
339	Shipton Moyne N. 3	60 0 0	46	29 6 0
			13	3 17 6
330	Shirehampton N. 5	87 8 8	106	66 6 8
340	Siddington - N. 6	- - -	45	18 19 0
			16	5 15 0
327	Siston - - N. 1	*75 0 0	62	28 2 10
331	Sodbury, Chipping - N. 11	125 0 0		
331	Sodbury, Old N. 11	*50 0 0	55	34 4 6
341	Southrop Ch. 6	- - -	65	33 4 8
337	Standish - N. 5	- - -	33	21 16 0
338	Stanley, St. Leonard's - N. 11	- - -		*a*
343	Stanton - N.	204 8 0		
343	Stanway Ch. 5	- - -	27	13 10 0
330	Stapleton, Dr. Bell's - N. 5	243 15 0	52	*b*
330	Stoke, Bishop, Girls - N. 4	- - -	51	28 9 8
345	Stoke, Orchard N.	45 0 0		
332	Stone and Woodford - N. 4	97 13 2	38	4 3 8
342	Stow-on-the-Wold - N. 2	215 0 0	146	66 5 2
340	Stratton Ch.	202 0 0		
338	Stroud - N. 2	*100 0 0	225	106 4 3
	" - "	437 0 0	141	42 12 6
338	Stroud - B. 1	*150 0 0	213	123 10 6
	" - "	43 10 0	23	7 9 2
			49	23 1 10
342	Swell, Lower N. 12	- - -	*c*	
			49	22 0 10
335	Taynton - P. 4	- - -	37	25 14 0
339	Tetbury - N. 2	*145 0 0	392	113 8 2
	" - "	196 13 4		
345	Tewkesbury N. 7	300 0 0	228	91 2 4
345	Tewkesbury B. 2	83 12 10	48	24 0 0
345	Tewkesbury, Trinity - N. 7			
332	Thornbury - N. and Industrial 4	*130 0 0	97	41 1 8
	" - "	355 12 6		
338	Thrupp - N. 2	- - -	73	26 15 6
			18	5 15 0
335	Tibberton - B. 2	- - -	64	41 17 6
576	Tidenham - N. 6	*d*60 0 0	54	27 6 6
345	Tirley - N.	35 0 0		
331	Tormarton - N. 5	71 0 0	44	19 13 6
332	Tortworth - B. 2	- - -	93	55 19 10
			13	4 17 6
576	Tutshill - N.			
336	Twigworth - N. 5	13 0 0	70	30 3 4
			10	2 10 0
345	Twining - N. 3	64 0 0	85	32 16 3
330	Two Mile Hill, St. Michael's N. 8	36 7 6	88	28 15 9
			18	5 10 0
330	Two Mile Hill, St. Michael's, Crews Hole Ch. 8	146 16 3	83	7 15 4
333	Uley - - N. 12	184 0 0	107	41 8 5
			15	4 2 6
335	Upleadon Mixed - N. 4	- - -	22	12 17 4
336	Upton, St. Leonard's - N. 1	- - -	99	53 0 7
334	Walmore Hill W. 2	- - -	82	43 0 6
			18	4 2 2
327	Warmley - N. 10	- - -	80	34 0 8
340	Watermoor, Trinity - N. 6	577 4 0	101	45 3 6
334	Westbury-on-Severn - N. 6	80 0 0	93	50 0 4
			20	5 16 8
330	Westbury-on-Trym, Edmund's Foundation 4	- - -	53	*b*
330	Westbury-on-Trym, Girls N. 4	171 6 8	42	13 18 5
330	Westbury-on-Trym, Infts. N. 4	8 10 0	66	33 0 8
331	Westerleigh N. 4	122 12 2	18	5 5 4

a Due, but not paid. *b* Refused under Article 52 *d*. *c* For two years. *d* Grant repaid.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
389	Weston Sub-Edge - - N.			
338	Whitchill - N. 2	518 9 0	90	67 0 4
337	Whitminster Endowed - Ch. 5	116 10 0	41	*a*
331	Wickwar Ch. 2	- - -	79	24 5 0
343	Winchcombe N. 5	- - -	88	31 6 10
343	Winchcombe, Infants - - N. 5	- - -	107	45 3 9
340	Winstone - N.	*26 0 0		
330	Winterbourne N. 4	193 2 6	65	35 12 4
330	Winterbourne Down, All Saints - N. 4	- - -	61 13	29 16 2 5 2 6
341	Withington N. 2	273 0 0	36 21	14 12 4 7 10 10
576	Woolastone Ch. 6	197 7 6	37	11 9 11
333	Wotton-under-Edge - - N. 12	- - -	75	37 10 6
333	Wotton-under-Edge - - B. 2	15 0 0	207 26	130 14 0 6 18 4
331	Yate - - N. 11	105 0 0	—	*b*
	HAMPSHIRE.			
118	Abbot's Ann 7	- - -	148 10	69 18 2 2 3 4
40	Aldershot - N. 4	387 0 0	143 8	82 10 0 2 3 4
40	Aldershot, North Town - Ch. 4	- - -	89	32 17 2
40	Aldershot, Town - R.			
113	Alresford - B. 5	19 0 0	36	19 15 0
113	Alresford, New N. 3	*80 0 0	100	50 11 4
113	Alresford, Old N. 3	- - -	78	48 13 8
113	†Alresford, Royal Patriotic Orphan Asylum - - *c*			
113	Alresford, The Grange N. 3	- - -	42	18 14 4
114	Alton - - N. 1	289 10 4	264 46 63	129 16 6 17 13 4 42 18 2
114	Alton, Boys - B. 5	- - -	44	15 16 8
114	Alton, Girls - B. 5	- - -	115	49 5 8
97	Alverstoke - N. 2	279 12 6	240 18	114 13 11 6 18 4
97	Alverstoke, New Town, Infts. N. 2	264 12 0	73	32 17 8
109	Ampfield - N. 6	- - -	58 14	39 4 6 5 7 8
118	Andover - N. 7	910 0 0	169	76 5 4
118	Andover - B. 5	*170 0 0	197	127 17 6
	" - "	61 15 0	15	5 5 10
99	Arreton (I. of W.) - N. 10	- - -	53	31 0 10
100	Baddesley, South - Ch. 2			
99	Barton (I. of W.) - N. 10	139 0 0	66	22 12 11
116	Basing - N. 12	- - -	117	66 10 0
116	Basingstoke N. 12	- - -	208 37	103 16 8 10 17 6
116	Basingstoke B. 5	- - -	149	84 2 2
116	Basingstoke U.			
119	Baughurst - N. 1	75 0 0	69	30 10 2
95	Bedhampton N. 7	- - -	52 55	25 18 2 27 18 10
104	Beechwood - N. 11	- - -	43	23 7 10
104	Beechwood - B.			
114	Bentley - N. 1	100 0 0	88	44 2 4
113	Bighton - N. 3	- - -	30 11	21 16 0 2 17 6
99	Binstead (I. of W.) - N. 4	198 17 6	59	36 2 1
109	Bishopstoke N. 7	108 0 0	77	45 9 2
106	Bitterne - N. 11	414 0 0	166	104 9 10
106	Bitterne, Infants - Ch. 11	- - -	73	38 3 4
111	Blendworth N.	8 18 0		
100	Boldre, East N.	72 0 0		
106	Botley - - N. 3	262 0 0	87 13	58 9 8 3 7 6
106	Botley, Hedge End - - N. 3	134 15 0	65 10	33 10 8 2 10 0
117	Bourne, St. Mary's - N. 7	483 0 0	106	40 9 6
101	Bournemouth N. 4	- - -	67 22	42 17 4 6 0 0
101	Bournemouth B. 5	- - -	94	49 18 4
101	Bournemouth, Infant - Ch. 4	- - -	31	3 7 9
101	Bournemouth, Holy Trinity N. 4	- - -	87	29 17 11
99	Brading (I. of W.) - - B. 5	291 0 0	93	42 5 0
99	Brading (I. of W.) - - N. 4	136 0 0	66	8 8 8
116	Bramley - P. 12	- - -	—	*b*
104	Bramshaw, Fritham - Ch.	37 10 0		
104	Bramshaw (Boys) - N. 12	- - -	22	9 1 4
104	Bramshaw (G. and I.) N. 12	- - -	55	26 16 3
101	Bransgore - N. 4	50 0 0	68	29 6 2
103	Breamore Ch. *c*			
99	Brixton (Isle of Wight) - N. 10	*80 0 0	82	39 18 2
	" - "	47 7 0	6	1 16 8
100	Brockenhurst N. 4	387 12 0	77 40	28 10 2 14 5 0
108	Broughton - N.	*20 0 0		
108	Broughton-cum-Bossington N. 7	- - -	86	29 11 6
113	Brown, Candover - - N. 3	- - -	45 15	20 17 6 4 14 2
119	Burghclere - Ch. 7	- - -	55 12	35 15 6 2 15 0
112	Buriton - N. 1	- - -	26	19 4 0
102	Burley - N. *d*	45 0 0		
102	Burley-Ville Ch. 4	228 0 0	64	44 18 6
106	Bursledon - N. 3	*48 0 0	77	42 19 4
99	Calbourne (Isle of Wight) - N. 10	*60 0 0	48	36 0 0
	" - " - "	55 10 0		
99	Carisbrooke (I. of W.) - N. 10	72 1 0	84	55 18 10
111	Catherington N. 1	80 0 0	52	25 4 4
99	Chale (Isle of Wight) - P. 4	- - -	70	40 14 6
114	Chawton - N. 1	- - -	50	24 19 6
118	Chilbolton - N.	35 0 0		
99	Chillerton (I. of W.) - N. 10	- - -	43	31 9 6
101	Christ Church N. 4	405 0 0	231	122 17 10
101	Christ Church U.			
115	Church Crookham - - N. 3	176 13 0	75	34 10 0
116	Church Oakley N. 12	- - -	64	30 4 10

a Refused under Art. 52 *d*. *b* Due, but not paid. *c* Removed from inspection. *d* School closed.

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	HANTS—*cont.*	£ s. d.		£ s. d.
109	Colden Common - N. 7	97 0 0	63	31 5 6
112	Colmer and Pryor's Dean N. 1	56 5 0	15	8 4 0
109	Compton - N.	20 0 0		
99	Cowes, East (I. of W.) - N. 10	*75 0 0	253	130 18 8
	" " "	594 0 0	26	8 3 4
99	Cowes, West (I. of W.) - N. 10	617 0 0	384	215 15 11
99	Cowes, West (I. of W.) - B.	*80 0 0		
109	Crawley - P. 6	26 0 0	52	27 5 6
115	Crondall - N. 3	*52 0 0	119	58 4 2
119	Crux Easton N.	60 0 0		
110	Curdridge - N. 3	*30 0 0	52	32 15 6
107	Dean, East - N. 12	107 0 0	49	36 15 0
104	Dibden - N. 11	- - -	47	32 0 10
110	Droxford - N. 4	- - -	44	20 12 2
116	Dummer - N.	20 0 0		
119	Durley - N. 4	- - -	43	21 1 4
106	Eastleigh - N. 6	- - -	68	11 9 5
109	Easton - N.			
104	Eling, North N. 11	125 0 0	—	*a*
104	Eling (Rumbridge Street) N. 11	145 0 0	142	95 5 9
			16	5 5 0
97	Elson - - N. 2	234 16 0	151	85 12 4
115	Elvetham, Lord Calthorpe's.			
104	Emery Down N.	96 0 0		
112	Empshott - N.	31 10 0		
104	‡Exbury - N.			
109	Fair Oak - N. 6	- - -	84	46 13 5
98	Fareham - B. *b*	*80 0 0		
98	Fareham (Crocker Hill) - *b*	61 0 0		
98	Fareham - N. 2	5 18 0	240	140 5 8
98	Fareham, Infants - - N. 2	100 0 0	70	34 1 8
98	Fareham, Funtley Branch - N.			
114	Farington - N. 1	- - -	74	35 16 4
			15	4 9 2
41	Farnborough Ch. 4	131 5 2	127	75 9 8
104	Fawley - N. 11	- - -	89	64 1 0
115	Fleet - - Ch. 3	- - -	37	19 12 2
103	Fordingbridge N. 4	*115 0 0	86	43 4 8
103	Fordingbridge B. 5	- - -	116	58 9 6
97	Forton, St. John's - Ch. 2	- - -	133	67 4 10
96	Fratton - N. *b*	*62 10 0		
106	Freemantle Ch. 11	740 0 0*c*	252	152 8 4
			283	177 8 2
99	Freshwater - N. 10	180 0 0	119	33 7 9
114	Froyle - - Ch. 1	- - -	106	72 19 4
			12	3 16 8
99	Godshill (I. of W.) - P. 4	- - -	73	36 12 0
97	Gosport (Preparatory) - N. *d*			
97	Gosport, Royal B. 5	- - -	51	19 19 5
97	Gosport, St. Matthew's N. 2	400 0 0	341	183 12 4
97	Gosport, Holy Trinity - Ch. 2	47 10 0	152	68 14 4
118	Grateley - Ch.	40 0 0		
110	Hambledon N. 4	226 0 0	95	58 1 2
106	Hamble-le-Rice N.	53 0 0		
	Hampshire Reformatory.			
119	Hannington N.	60 0 0		
116	Hartley Wespall - - Ch. 12	- - -	68	41 14 6
			14	4 16 8
115	Hartley Wintney - - Ch. 3	75 16 4	119	60 12 6
95	Havant - B. *b*	*75 0 0		
95	Havant and Bedhampton N. 7	98 4	174	95 19 0
99	Havenstreet (I. of W.) N. 3	- - -	31	13 5 0
112	Hawkley - Ch.			
41	Hawley - Ch.	- - -	90	44 16 4
95	Hayling - Ch. 7	- - -	71	34 17 6
41	Headley - N.	*42 0 0		
41	Headley Endowed - N. 4	22 0 0	78	38 2 7
99	Helen's, St. (I. of W.) - N. 4	333 18 0	100	53 4 4
			64	30 12 4
101	Highcliffe - Ch. 4	- - -	14	4 10 0
101	Holdenhurst N. 4	45 0 0	47	20 4 8
116	Hook - - N. 3	135 3 3	76	27 8 2
100	Hordle - N. 2	348 18 3	68	29 9 4
111	Horndean - Ch. 1	271 0 0	76	42 1 6
108	Houghton - N. 7	- - -	52	27 17 3
109	Hursley, Boys Ch. 6	- - -	30	17 6 8
			9	2 2 6
109	Hursley, Girls N. 6	- - -	55	39 6 6
117	Hurstbourne Priors, Earl of Portsmouth's - 7	- - -	92	52 10 4
			32	7 11 8
118	Hurstbourne Tarrant - -	150 0 0		
103	Hyde - - N. 4	- - -	82	42 15 2
119	Kingsclere, Boys - - Ch. 7	279 4 0	70	32 0 0
119	‡Kingsclere, Girls - - N.			
119	Kingsclere, Woodlands Ch.	117 13 6		
41	Kingsley - N.	73 0 0		
108	King's Somborne - N. 7	481 9 8	95	44 16 0
96	Kingston Cross, School of Industry	*62 10 0		
109	Kingsworthy N. 6	294 0 0	39	23 6 6
96	Landport, Lancasterian Boys' - - 5	- - -	103	52 5 0
96	Landport, Lancasterian Girls' - - 5	- - -	79	28 8 4
96	Landport, St. Luke's - N. 5	- - -	329	166 5 4
96	Landport - W. 5	- - -	347	195 15 8
117	Laverstoke Ch. 7	- - -	31	16 14 8
119	Litchfield - Ch. 12	- - -	20	12 16 9
99	Lock's Green (I. of W.) - Ch. 10	- - -	45	33 2 6
104	Longdown - N.	170 0 0		
108	Longstock - N. 7	- - -	56	25 15 0
100	Lymington - N. 2	*150 0 0	203	108 13 9
	" " - "	85 10 0		
100	Lymington, Infant - N. 2	- - -	84	40 1 5
100	Lymington - B. 5	- - -	159	81 10 2

a Due, but not paid. *b* School closed. *c* For two years. *d* Merged into Gosport, Trinity, N.S.

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	HANTS—*cont.*	£ s. d.		£ s. d.
104	Lyndhurst - N. 12	325 6 0	124	69 1 2
			13	4 5 10
112	Lyss - - N.	*30 0 0		
116	Mapledurwell N.	42 10 0		
104	Marchwood - Ch. 7	- - -	95	10 2 4
			2	0 2 6
109	Martyr-Worthy N.	170 0 0		
114	Medstead - N. 2	54 0 0	46	24 9 10
112	Meon, East N. 1	223 8 9	98	50 13 10
110	Meonstoke - N. 4	45 0 0	32	11 18 3
110	Meon, West N. 1	229 10 0	114	57 11 4
			27	8 15 10
109	Micheldever Ch. 5	- - -	92	45 3 6
			14	1 16 8
106	Millbrook Ch. 11	- - -	127	76 17 4
			14	4 6 8
100	Milford - N. 2	52 15 0	96	49 8 8
100	Milton - N.	*50 0 0		
	" - "	41 16 0		
101	Moordown - N. 4	- - -	75	40 18 10
126	Mortimer, West End - - Ch. 1	- - -	26	10 11 10
			41	27 12 6
104	Netley, St. Matthew's N. 1	124 0 0 *a*	54	36 4 0
			18	6 3 4
9	Newport (I. of W.) - N. 10	47 5 6	245	154 19 0
99	Newport (I. of W.) - B.	*100 0 0		
	" - "	100 0 0		
110	Newtown (Soberton) N. 4	19 16 5	47	34 15 0
120	Newtown (Newbury) Ch. 9	- - -	47	24 8 6
114	Newton Valence, Infant - - N. *b*			
99	Niton (I. of W.) N. 4	157 18 0	45	14 0 11
105	Northam (Ch. Ch.) - N. 9	800 0 0	227	121 1 8
			28	9 11 8
99	Northwood (I. of W.) - N. 10	- - -	86	32 10 0
107	Nursling - Ch. 12	- - -	73	52 0 0
99	Oakfield, St. John's (I. of W.) - N. 4	419 12 6	146	72 14 0
			21	7 17 6
115	Odiham - N. 3	*120 0 0	184	79 18 2
	" - "	46 0 8		
115	Odiham, London Road - 6	- - -	72	40 2 6
117	Overton - N.	*77 0 0		
	" - "	306 0 0		
109	Owslebury - N.	34 0 0		
101	Parley, East N. 4	- - -	36	18 0 8
			9	3 2 6
106	Pear Tree, N. *See* Southampton, St. Mary's.			
100	Pennington - P. 10	- - -	114	39 4 9
112	Petersfield - N. 1	*126 0 0	116	69 18 8
	" - "	347 0 0		
112	Petersfield - B. 5	- - -	165	91 12 6
101	Pokesdown - N. 4	- - -	64	28 11 10
98	Porchester - N.			
96	Portsea, All Saints' - N. 5	321 10 0	580	288 18 2
96	Portsea, Beneficial Society's 5	*140 0 0	262	145 0 8
96	Portsea, Free N.	503 0 0		
96	Portsea Island U.			
96	Portsea - B. 7	- - -	159	112 1 3

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	HANTS—*cont.*	£ s. d.		£ s. d.
96	Portsea Town, St. John's and Trinity, Boys - - N. 5	463 6 8	118	72 0 4
96	Portsea Town, Trinity, Mixed - N. 5		114	58 2 4
96	Portsea, St. John's, Girls, and Infants N. 5	- - -	90	39 2 8
96	Portsmouth N. 5	100 0 0	275	156 6 4
96	Portsmouth, Royal Victoria, Infants - - -	123 0 0		
116	Preston Candover - N. 12	- - -	62	22 13 4
112	Privett - N. 1	- - -	39	20 18 8
95	Purbrook - Ch. 7	- - -	54	23 8 4
106	Redbridge - Ch. 11	- - -	81	38 15 2
95	Redhill, St. John's - N.	108 0 0		
102	Ringwood - N. 4	485 0 0	245	120 7 4
102	Ringwood - B. 6	- - -	114	52 0 6
107	Romsey - N. 12	95 15 6	303	176 13 4
			80	34 18 4
107	Romsey - B. 5	443 10 0	212	112 6 4
			69	20 5 10
109	Rownhams - N. 11	- - -	73	46 10 10
			18	6 3 4
99	Ryde (Isle of Wight) - N. 3	936 13 4		
99	Ryde (Isle of Wight), Infants - Ch. 3	- - -	259	132 16 0
99	Ryde (Isle of Wight) - B. 5	207 0 0	108	56 16 10
99	Ryde (Isle of Wight), Holy Trinity - N. 3	- - -	131	85 4 10
99	Sandown - N. 4	633 15 0	180	104 15 8
98	Sarisbury - N. 2	62 0 0	137	82 4 8
106	Scholing - N. 11	- - *a*	119	63 14 10
			41	13 10 10
			124	67 7 2
			33	11 2 6
114	Selborne - N. 2	73 0 0	49	9 0 0
99	Shalfleet - Ch. 10	117 0 0	63	32 13 0
116	Sherborne, St. John's - Ch. 12	- - -	50	26 19 0
			12	3 16 8
107	Sherfield-English - N.	60 0 0		
116	Sherfield-on-Loddon, Endowed - 6	- - -	105	34 9 10
110	Shidfield - N. 3	179 0 0	74	43 4 8
106	Shirley - N. 11	- - *a*	368	213 1 6
			400	225 7 4
110	Soberton - N. 4	- - -	41	23 5 8
101	Sopley - N. 4	- - -	38	25 17 6
105	Southampton, All Saints' N. 9	565 0 0	332	170 9 2
105	Southampton, Bedford Place N.	*100 0 0		
105	Southampton, Charlotte Place - - N.	300 0 0		
105	Southampton, Holy Rhood N. 5	206 0 0	114	55 3 8
105	Southampton, U.			
105	Southampton, St. George's Place, Ragged	268 15 0		

a For two years.

b Removed from inspection.

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	HANTS—*cont.*	£ s. d.		£ s. d.
105	Southampton, Royal - - B. 6	*215 0 0	101	57 17 2
105	Southampton, St. James'- N. 5	- - -	132 35	77 11 10 15 0 10
105	Southampton, New Town District, St. Luke's - N. 9	- - -	257	146 1 6
105	Southampton, St. Mary's (Crabniton District), Industrial- N. 9	745 0 0	86	39 16 0
105	Southampton, St. Mary's (Grove St.) N. 9	559 0 0.	537	269 5 2
106	Southampton, St. Mary's, Extra, Pear Tree - N. 2	311 0 0	114	51 17 9
105	Southampton, St. Michael's N.	371 5 0		
105	Southampton, St. Paul's - N. 5	- - -	46	28 15 0
105	Southampton, St. Peter's - Ch. 9	- - -	71	41 0 6
105	Southampton, Holy Trinity District - N. 9	748 10 0	425	244 9 0
105	Southampton W. 5	- - -	108	60 15 10
96	Southsea, St. Jude's - N. 5	502 10 0	332	175 2 4
96	Southsea, St. Paul's - N. 5	366 10 0	192	104 19 1
109	Sparsholt - N.	32 0 0		
112	Steep - - N.	45 0 0		
108	Stockbridge, N. 7	- - -	142	89 0 2
106	Stoneham-South, Highfield, St. Deny's - N. 11	268 13 8*a*	132 139	55 4 0 68 4 10
109	Stratton, East N. 5	- - -	31	5 15 1
113	Sutton Bishop N.	294 6 0		
41	Sutton, Long N.	66 0 0		
110	Swanmore - N. 4	226 17 6	68	33 16 6
100	Sway - - N.	50 0 0		
107	Timsbury - N. 12	53 0 0	37	25 13 6
114	Tisted, East N. 2	- - -	34 10	14 2 4 3 1 8
113	Titchborne - N. 3	45 0 0	53	27 13 6
98	Titchfield - N. 2	- - -	142	68 5 8
104	Totton - - B. 5	*50 0 0	76 11	43 13 2 4 0 10
109	Twyford - N. 6	430 0 0	84 6	37 1 6 1 8 6
108	Tytherley, East, Endowed - Ch. 7	- - -	85 16	*b*
108	Tytherley, West - - N. 7	- - -	73 21	47 15 2 7 14 2
110	Upham - N. 7	47 0 0	46 5	30 14 6 1 17 6
99	Ventnor (I. of W.) - N. 4	939 12 0	258	153 0 4
99	Ventnor (I. of W.) Literary Institution -	- - -	161 18	98 16 0 4 8 4
118	Vernham, Dean Gilam's - - 7	- - -	74	29 0 10
108	Wallop, Nether - - N.	*46 0 0		

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	HANTS—*cont.*	£ s. d.		£ s. d.
108	Wallop, Over Ch. 7	- - -	60	30 13 6
110	Waltham, Bishop's - N. 4	- - -	97	46 15 2
110	Waltham, Bishop's - B. 5	- - -	70	38 0 10
116	Waltham, North - N. 12	35 0 0	67 11	30 19 8 4 2 6
95	Warblington and Emsworth - N. 7	*126 0 0 129 0 0	197	117 3 2
95	Warblington and Emsworth, Infant - - N.	95 0 0	33 —	10 19 2 *c*20 0 0
110	Warnford Park - - N. 1	- - -	41	15 4 4
107	Wellow - N. *d*			
106	Westend, St. James' - N. 3	*72 0 0	101	60 7 8
118	Weyhill - Ch.	102 5 0		
99	Whippingham (Isle of Wight) - N. 10	106 0 0	66	43 0 0
117	Whitchurch N. 7	282 0 0	105	58 9 8
117	Whitchurch W. *e*			
99	Whitwell (I. of W.) - N. 4	- - -	34	17 8 0
99	Wight, Isle of U.			
109	Winchester - B. 5	- - -	57	12 8 10
109	Winchester, Central - N. 6	- - -	267 13	146 16 2 1 7 10
109	Winchester, St. Bartholomew's - N. 6	141 8 6	91	48 18 4
109	Winchester, St. Faith - N. 6	- - -	52	28 0 6
109	Winchester, St. John's - N. 6	376 0 0	88	37 1 6
109	Winchester, St. Michael's N. 6	443 19 8	56	36 2 8
109	Winchester, St. Peter's - N. 6	125 0 0	84	46 4 8
109	Winchester, St. Peter's Street - W. 6	- - -	86	41 12 0
109	Winchester, St. Thomas' N. 6	200 0 0	145	93 15 8
109	Winchester, Trinity, Boys - N. 6	115 10 0	224	127 3 10
109	Winchester, Trinity, Girls - N. 6	188 6 6		
115	Winchfield - Ch. 1	122 15 0	40 88	16 12 8 44 14 10
109	Wonston - P. 6	- - -	15	6 5 10
119	Woodhay, East N. 7	*50 0 0 46 0 0	85 10	41 19 0 8 11 8
119	Woolton Hill, N. and Indust. 7	90 10 0	69 11	35 18 6 4 4 2
99	Wootton Bridge - Ch. 10	105 12 6	60	27 12 2
116	Wootton, St. Lawrence - Ch. 12	- - -		*f*
116	Worting - N. 12	- - -	63	28 2 10
98	Wykeham - N. 3	238 0 0	128	73 4 4
98	Wymering and Widley N. 3	130 0 0	168	80 0 4
99	Yarmouth (Isle of Wight) - N. 10	438 0 0	155	88 13 2

a For two years. *b* Refused under Article 52 *d*. *c* Retiring pension. *d* Removed from inspection.
e School extinct. *f* Due, but not paid.

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	HANTS—*cont.*	£ s. d.		£ s. d.
41	Yateley - N. 4	*50 0 0	78	40 11 4
	„ - „	143 19 7	22	8 15 0
	HEREFORDSHIRE.			
349	Almeley - N. 7	5 0 0	45	9 8 2
346	Ashperton and Canon Frome - N. 3	253 0 0	81	39 6 0
347	‡Ballingham N. *a*			
348	Belmont, St. Michael's - R. 7			
348	Birch, Little Ch. 6	- - -	42	26 15 4
350	Bishop's Frome N. 4	170 0 0	76	33 6 10
347	Bishopswood N. 5	- - -	53	20 16 10
346	Bosbury, Boys - - N. 5	- - -	38	
346	Bosbury, Girls - - N. 5	118 10 0	38	23 10 6
347	Brampton Abbots - N.	100 0 0		
604	Brampton Brian - N. 3	- - -	67	17 4 4
347	Bridstow - N.	90 0 0		
385	Brimfield - N. 6	263 10 0	48	21 3 8
340	Brinsop - N.	75 0 0		
350	Bromyard - B. 1	- - -	79	52 9 8
350	Bromyard - N. 5	254 0 0	83	40 19 0
350	Bromyard, Infants - N. *b*	23 6 8		
347	Caple, King's N.	35 0 0		
348	Clehonger - Ch. 6	- - -	50	7 10 2
602	Clifford, Endowed - N.	*50 0 0		
	„ - „ -	20 15 4		
348	Clodock Longtown - N.	112 10 0		
346	Coddington - N.	116 0 0		
350	Cowarne, Central - - N. 5	370 0 0	38	25 13 0
350	Cradley, Girls' N. 5	285 15 0	93	52 10 4
351	Croft and Yarpole - N. 6	- - -	68	20 10 2
349	Dilwyn - N. 4	137 0 0	66	32 18 4
348	Dynedor - N.	*35 0 0		
603	Eardisley - N. 3	256 0 0	78	40 7 6
			33	8 15 10
346	Eastnor - P. 2	- - -	83	42 1 6
348	Easton, Bishop N. 2	110 0 0	22	9 3 8
348	Ewyas Harold - - N. 6	56 0 0	63	34 11 2
351	Eyton - - Ch.			
348	Fownhope - N. 5	143 12 6	57	8 16 7
			16	2 1 8
347	Goodrich - N. 5	373 14 0	67	30 1 6
347	Hentland and Hoarwithy P. 5	- - -	57	37 0 0
348	Hereford, Blue Coat - N. 4	87 0 0	197	8 14 8
348	Hereford - R. 7	- - -	60	30 1 6
348	Hereford, St. John the Baptist - N. 4	- - -	133	65 17 8
348	Hereford, St. Martin's - N. 2	438 0 0	125	58 9 6
			33	12 2 6
348	Hereford, St. Nicholas' - N. 4	- - -	88	27 12 11
348	Hereford, St. Peter's - N.	*290 0 0		
	„ - -	58 0 0		

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	HEREFORD—*cont.*	£ s. d.		£ s. d.
348	Hereford, Scudamore's Charity - N. 4	556 0 0	220	120 17 4
348	Holmer and Huntington N. 1	208 0 0	80	41 13 6
347	Hope Mansell - - Ch. 6	80 15 0	54	38 2 6
351	Hope, Upper Hill - - N.	225 16 1		
351	Ivington, St. John's - N.	80 5 0		
348	Kentchurch, Endowed - N.	45 0 0		
351	Kingsland - N.	75 0 0		
348	Kingston and Thruxton - N. 3	90 0 0	42	18 4 0
603	Kington - N. 3	*150 0 0	207	73 1 3
349	Kinnersley - Ch.	88 0 0		
346	Ledbury (Girls and Infants) N. 4	117 10 0	118	61 11 6
346	Ledbury, Boys' - Ch. 4	300 7 6	97	47 14 2
			44	13 0 0
352	Leintwardine, Endowed, Free 4	313 4 4	111	18 5 0
351	Leominster - N. 3	906 0 0	305	152 3 8
351	Leominster - B. 1	- - -	131	63 7 2
347	Llangarren - Ch. 4	147 0 6	35	15 5 2
347	Llanwarne - Ch.	183 0 0		
348	Lugwardine Ch. 2	- - -	94	48 3 10
603	Lyonshall - P. 3	235 0 0	73	28 12 4
348	Madley - N. 4	202 5 0	62	42 7 6
603	Mahollem - 3	- - -	40	12 13 8
349	Mansel-Lacey N. *c*	172 5 0		
351	Monkland - N.	108 0 0		
348	Mordiford - Ch. 3	- - -	54	22 19 0
348	Much Dewchurch - N. 7	- - -	47	22 15 6
346	Much Marcle N. 5	237 0 0	68	34 16 4
348	Orcop - - N. 4	288 0 0	25	3 12 0
351	Orleton - N. 3	312 0 0	43	16 4 10
603	Pembridge - N. 3	373 18 0	101	29 2 4
349	Preston and Blakemere N. 7	132 0 0	7	1 5 4
347	Ross and Archenfield B. 1	*200 0 0	23	8 18 6
	„	368 10 0	106	47 10 6
351	Stoke Prior - N.	50 5 0	9	2 16 8
348	Stretton Sugwas - - N. 2	230 18 0	52	23 12 6
346	Tarrington - Ch. 1	- - -	78	35 18 4
348	Tupsley - N. 5	226 17 6	71	32 19 8
347	Upton, Bishop N. 2	- - -	19	4 19 2
349	Weobley - N. 5	269 0 0	54	26 13 6
			54	16 12 4
347	Weonard's, St. N.	82 0 0	9	1 12 10
350	Whitbourne Ch.	164 0 0		
577	Whitchurch N. 5	†318 0 0	80	44 17 4
602	Whitney - N.	42 0 0		
352	Wigmore - N. 4	185 0 0		
348	Wormbridge N. 5	- - -	46	28 10 9
346	Yarkhill - N. 5	132 10 0	36	6 3 10
			35	6 1 3
	HERTFORDSHIRE.			
145	Abbots-Langley N. 2	468 18 0	121	43 8 4
144	Alban's, St., Abbey - N. 1	*50 0 0		
	„ - „	79 0 0	41	21 0 0

a Removed from inspection. *b* Merged into Bromyard N.S. *c* School closed.

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
144	Alban's, St. - B. 2	- - -	52	32 12 0
144	Alban's, St., Ch. Ch. - P. 10	33 15 7	76	28 4 1
144	Alban's, St., Ch. Ch. (Cross Street), Infts. 2	- - -	73	33 6 0
144	Alban's, St., St. Michael's, Infants - N. *a*			
144	Alban's, St., St. Peter's(B.) N. 2	- - -	60	24 0 0
144	Alban's, St., St. Peter's (G. and I.) N. 2	168 0 0	174	88 12 10
139	Albury - Ch. 3	- - -	85	37 7 4
147	Aldbury - Ch. 1	- - -	71	53 13 0
133	Amwell - N. 7	24 13 4	39	17 14 8
140	Anstey - N.	111 4 0		
140	Ardeley - N. 4	*40 0 0		
	" - "	234 0 0		
140	Ashwell, New N.			
140	Aspeden, Endowed - N. 6	61 15 11	57	24 6 6
141	Baldock - N.	*200 0 0		
141	Baldock - B. 3	*60 0 0	59	32 18 2
	" - "	46 0 0		
136	Barham Wood B.			
140	Barley - N. 4	- - -	91	44 12 6
136	Barnet, Chipping - N.	60 0 0		
136	Barnet, Lyonsdown, Trin. Ch.	420 7 6		
142	Bayford - N. 6	110 0 0	56	25 8 6
146	Beechwood - N. 10	- - -	89	12 11 11
142	Bengeo - N. 7	496 14 0	200	88 4 10
			30	7 15 0
142	Bennington N.	45 0 0		
147	Berkhampstead, Great, and North Church - N. 2	*100 0 0	80	35 0 0
	" " - "	140 0 0		
147	Berkhampstead, Great B.	*130 0 0		
139	Bishop's Stortford - N. 3	- - -	73	23 15 0
139	Bishop's Stortford - B. 3	348 4 9	163	104 10 6
139	Bishop's Stortford, New Town - N.			
139	Bishop's Stortford, Model 3	433 0 0	128	56 18 10
146	Bovingdon - Ch. 1	- - -	100	45 18 2
146	Boxmoor - Ch. 2	88 2 9	160	76 10 4
				520 0 0
142	Bramfield - N. 3	- - -	88	23 13 0
139	Braughing Jenyn's, Girls - - Ch. 3	80 8 0	61	29 2 0
141	Breachwood Green - N. 3	195 0 0	55	35 11 6
			25	8 17 6
139	Brent-Pelham N.	50 0 0		
138	Broxbourne Bury - Ch.			
138	Broxbourne, Free - - N. 3	- - -	39	12 18 8
			8	2 14 8
140	Buckland - N. 5	124 0 0	64	8 18 7
140	Buntingford N. 7	120 8 4	98	43 14 10
			22	2 15 0
142	Burnham Green N.	50 0 0		
145	Bushey - B. 2	172 14 0	128	76 1 4
	HERTFORD—*cont.*	£ s. d.		£ s. d.
137	Cheshunt - B. 3	264 0 0	82	50 11 4
137	Cheshunt, Dewhurt's Charity - N.			
137	Cheshunt (Vicarage), Girls 6	- - -	64	25 4 0
137	Cheshunt, Infants - N. 6	- - -	68	29 10 4
146	Chipperfield N. 1	50 10 0	41	12 6 0
145	Chorley Wood Ch. 1	- - -	80	47 6 7
			23	6 17 6
141	Clothall - Ch. 3	163 0 0	35	18 19 10
			173	106 19 10
141	Codicote - N. 10	920 0 0*c*	27	10 0 0
			181	92 4 10
			22	8 16 8
136	Colney, St. Peter's - N. 6	- - -	76	33 12 6
144	Colney Street (Frogmore) Ch. 1	- - -	35	12 19 11
143	Cromer Hyde N.			
142	Datchworth N. 10	- - -	53	17 18 8
146	Flamstead, Mixed - Ch. 4	- - -	53	23 16 8
146	Flaunden, Mixed - Ch. 10	- - -	40	16 2 11
146	Frogmoor End Ch. 2	539 14 0	171	98 8 0
			25	8 17 6
139	Furneaux-Pelham - N. 3	75 0 0	68	42 11 6
146	Gaddesdon, Great - N. 12	181 16 0		*d*
139	Hadham, Little - N. 4	- - -	82	38 4 6
139	Hadham, Little - B.	*40 0 0		
144	Harpenden - N. 11	- - -	106	62 16 10
144	Harpenden - B. 3	116 1 6	197	126 8 6
			202	111 12 8
144	Hatfield - N. 10	- - *c*	33	9 14 2
			242	123 14 4
146	Hemel Hempstead, Boys Ch. 2	843 10 0	78	36 6 8
			20	4 15 0
146	Hemel Hempstead, Girls N.			
146	Hemel Hempstead, Inf. - Ch. 2	- - -	76	34 6 2
146	Hemel Hempstead - B. 7	*150 0 0	91	59 4 4
142	Hertford, Abel Smith's Memorial - N. 7	512 0 0	81	30 13 4
142	Hertford, All Saints', Girls, Industrial - N.	40 0 0		
142	Hertford, All Saints', Infants - - N. 6	85 3 0	95	44 10 10
142	Hertford - B. 3	250 6 3	118	50 2 0
142	Hertford (Cowper's Testimonial) - Ch. 7	84 0 0	94	37 13 8
142	Hertford, Green Coat, Endowed - N. 6	- - -	32	*e*
142	Hertford Heath N. 4	*75 0 0	93	43 8 4
	" "	41 12 0	14	3 15 0
142	Hertford, St. Andrew's - N. *f*			
142	Hertingfordbury - - Ch.			

a Removed from inspection. *b* Retiring pension. *c* For two years. *d* Due, but not paid.
e Refused under Article 52 *d*. *f* School closed.

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
138	High Cross, Boys - - N. 7	- - -	40 19	17 17 4 5 19 2
139	High Wych N. 4	- - -	100	62 14 4
142	Hitchin, Boys B. 5	*175 0 0	147	53 10 1
	" "	200 0 0	48	9 13 0
141	Hitchin, Girls and Infants B. 5	1,055 0 0	159	73 8 4
141	Hitchin, St. Andrew's - N. 11	300 0 0	*a*	
141	Hitchin, St. Mary's - N. 4	1,540 0 0	303 42	184 9 10 15 16 8
139	Hockerill, Boys - N. 4	- - -	66	47 14 8
138	Hoddesdon - N. 3	180 0 0	37 19	16 10 8 5 2 6
138	Hoddesdon, Boys - B. 5	- - -	50	36 10 8
138	Hoddesdon, Girls and Infants - B. 5	- - -	78	44 4 6
138	Hoddesdon, Jones' Charity - Ch.	279 0 0		
140	Hormead, Great - Ch. 4	160 0 0	103	54 12 8
138	Hunsdon - Ch. 6	- - -	65	37 18 0
141	Ickleford - N. 4	*50 0 0	89	21 15 0
	" "	201 0 0		
141	Ippolyt's, St. N. 4	137 15 0	76	35 18 6
140	Kelshall - Ch. *b*			
134	Kensworth - N. 6	150 0 0	73 9	45 12 2 2 9 2
141	Kimpton - P. 11	540 0 0	79	25 16 5
146	Kings-Langley - N. 2	*66 0 0 127 0 0	133 22	72 17 10 5 8 4
145	Leavesden - N. 2	40 0 0	48	25 6 6
146	Leverstock Green - N. 2	- - -	61	29 8 6
143	Mimms, North N. 10	- - -	133 21 *c*	35 9 0 6 14 2 20 0 0
139	Much Hadham - N. 4	- - -	150	65 5 2
138	Munden, Gt. N.	75 0 0		
138	Munden, Little N. 7	- - -	61	43 17 4
143	Northaw - N. 10	124 0 0	83	49 19 8
147	Northchurch, Infants - N. *b*			
146	Pepperstock B. 9	- - -	120	39 1 5
141	Pirton - N.	129 3 10		
147	Potten End N. 1	- - -	33	11 13 5
138	Puckeridge - Ch. 6	- - -	34	17 14 2
144	Redbourn - N. 2	199 0 0	146	83 3 0
145	Rickmansworth - N. 1	238 0 0	94 35	50 3 4 8 4 2
140	Royston - N. 4	94 10 0	121	57 10 6
140	Royston - B. 3	75 0 0	57	37 19 6
140	Royston, Infants - B. 3	- - -	62	28 11 10
140	Sandon - N. 5	*40 0 0	55	24 8 4
	" "	86 5 0		
145	Sarratt - N. 1	171 0 0	52	21 8 11
139	Sawbridgeworth N. 3	112 3 9	115	58 13 10
136	Shenley - N. 10	352 0 0	122 31	49 6 8 8 15 10
141	Shephall - Ch. 4	- - -	38	16 8 10
138	Standon, Endowed - Ch. 7	- - -	36 20	11 18 0 5 2 0
138	Stanstead Abbot's, Girls - - Ch. 6	- - -	63	24 14 11

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
144	Stephen's, St., and Frogmore - N. 2	- - -	56	17 7 5
141	Stevenage - N.	*92 0 0		
	" "	87 0 0		
144	Stevenage, Infants - N. 3	- - -	79	33 9 11
140	Therfield - N. 5	128 0 0	78	34 17 4
142	Tonwell - Ch. 6	- - -	42	27 7 0
136	Totteridge - N. 6	- - -	43	22 0 8
147	Tring - N. 1	182 0 0	111	48 0 8
138	Wadesmill, Infants - N. 6	- - -	39	16 13 10
141	Walden, St. Paul's - Ch.			
142	Walkern - N. 4	13 0 0	101	42 16 8
137	Waltham Cross P. 6	- - -	158	81 8 6
138	Ware - N. 7	490 0 0	158	74 3 2
138	Ware - B. 7	*75 0 0	82	39 11 2
138	Ware, Ch. Ch. N. 6	- - -	317 46	143 14 6 9 10 0
145	Watford - N. 2	*60 0 0	155	81 8 0
	" "	130 0 0	38	8 11 8
145	Watford Heath Ch. *d*	82 0 0		
145	Watford, Infants - 2	- - -	82	40 3 6
145	Watford, St. Andrew's, Infants - N. 1	- - -	51	25 6 0
145	Watford, St. Andrew's, Sotheron Road - Ch.	165 7 6		
142	Watton - N.	- - -	118	60 12 8
143	Welwyn - N. 11	957 0 0	*a*	
143	Westfield (late Woodhill) - N. 10	350 0 0	57	36 8 0
140	Westmill - N.			
141	Weston - N. 5	- - -	87	39 13 6
144	Wheathampstead - N. 10	232 11 3	189	89 15 8
141	Willian - N.	65 0 0		
147	Wilstone Village - Ch. 5	100 0 0	38	8 9 2
138	Wormley - N. 2	- - -	65	27 5 0
140	Wyddial - Ch. 5	- - -	22	13 19 0
141	Wymondley, Great - N. 4	60 0 0	34	20 4 6
	HUNTINGDON.			
178	Abbotsley - N. 11	42 0 0	76 18	34 13 10 7 6 8
176	Alconbury - N.	75 0 0		
175	Alwalton - Ch. 6	- - -	35	18 3 4
177	Bluntisham N.	47 0 0		
176	Brampton - P. 10	- - -	48	22 8 0
176	Brampton - Ch.			
177	Broughton - N.	60 0 0		
177	Bury - N.			
173	Bythorn - N. 1	204 0 0	35 11	17 17 2 3 2 6
178	Catworth, Great N.	42 0 0		
175	Chesterton-with-Haddon N. 6	- - -	13 8	6 8 8 3 5 0
177	Colne - - Ch. 10	- - -	43	14 12 3
177	Earith - - B.	167 3 6	111	22 7 6
174	Elton - - Ch. 7	- - -	99 13	6 2 10 3 10 10

a Due, but not paid. *b* Removed from inspection. *c* Retiring pension. *d* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	HUNTINGDON—*cont.*	£ s. d.		£ s. d.
178	Eynesbury - N. 3	- - -	120	26 15 11
175	Farcet - - N. 6	136 4 6	64	20 13 0
			11	3 7 6
177	Fen Stanton Ch. 5	144 0 0	109	43 5 6
175	Fletton, New B.	364 10 0		
176	Godmanchester (Girls and Infants) - N. 6	414 5 0	114	56 13 8
176	Godmanchester - - B. 7	- - -	94	58 5 8
185	Gransden, Great - N. 1	- - -	71	28 0 4
			20	6 8 4
176	Hamerton - Ch.			
177	Hemingford Green - N. 5	- - -	64	38 18 3
177	Hemingford Grey - - N.			
175	Holme- - Ch. 7	- - -	79	*a*
			12	2 0 0
177	Houghton - B. 7	- - -	66	41 11 0
176	Huntingdon, Boys - - N. 5	32 0 0	107	67 6 2
176	Huntingdon, St. Germain Street - N. 6	- - -	56	26 8 4
176	Huntingdon, St. Mary's (Girls and Infants) - N. 6	83 0 0	146	79 3 0
176	Huntingdon, Walden's, Charity - N. 6	- - -	46	*a*
177	Ives, St. - B. 3	- - -	255	165 14 2
			17	7 2 6
177	Ives, St. - N. 5	573 6 0	143	75 3 2
			17	6 9 2
178	Kimbolton, Boys - N. 11	- - -	63	41 0 0
			35	10 14 2
178	Kimbolton, Girls - N. 11	- - -	29	10 2 10
178	Neots, St. - B. *b*			
178	Neots, St., (Boys) Free N. 11	250 12 0	315	242 0 8
178	Neots, St., (Girls and Infants) Free - - N. 11	166 4 4	45	12 17 6
178	Neots, St. - W. 3	684 0 0	133	56 14 10
178	Offord Cluney N.	89 10 0		
175	Orton Longueville - - Ch. 6	172 16 0	34	12 10 5
175	Orton Waterville - - N.	63 0 0		
178	Paxton, Great - N. 10	- - -	71	36 16 6
			22	5 8 4
176	Ramsey, Boys - Ch. 4	- - -	71	30 6 2
			24	8 5 0
176	Ramsey, St. Mary's - Ch. 4	- - -	76	32 16 8
			6	1 16 8
176	Ramsey - W. *b*			
176	Raveley, Great St. Andrews N. 4	- - -	42	21 4 6
176	Ripton, King's N.	40 0 0		
176	Sawtrey - N.	92 0 0		
176	Sawtrey - W.			
176	Spaldwick - N.	60 0 0		
175	Stanground - N. 6	65 0 0	60	39 2 6
176	Steeple Gidding - - N.			
175	Stilton - N. 6	145 0 0	56	28 15 4
			17	5 19 2
176	Stukeley, Great N.	45 0 0		
174	Thurning - N.	26 10 0		
176	Upwood - N. 4	- - -	53	25 12 10
177	Warboys - N. 5	- - -	143	63 14 6
			19	6 5 10
177	Warboys-Fen N. 5	- - -	28	14 14 4
173	Weston, Old N. 1	50 0 0	42	15 3 10
177	Wistow - N.	50 0 0		
177	Woodhurst - N. 10	102 0 0	25	10 5 4
			8	2 11 8
177	Woodhurst - B. 4	- - -	48	21 10 4
176	Wood Walton Ch.	126 0 0		
175	Yaxley, Endowed - Ch.	128 0 0		
185	Yelling - Ch.	135 2 6		
	KENT.			
64	Adisham - N. 5	88 17 6	41	22 19 2
63	Aldington - P. 3	- - -	70	29 2 8
72	Alkham - N. 7	- - -	58	24 8 2
61	Appledore and Ebony - N. 11	146 19 0	85	36 3 10
			20	7 13 4
62	Ashford - N. 2	626 7 0	323	173 9 8
			24	9 3 4
62	Ashford - B. 7	586 0 0	362	199 15 4
62	Ashford New Town (S.E. Rlwy. Co.'s) N. 7	- - -	357	184 12 10
57	Ashurst - N. 4	- - -	24	6 15 7
55	Aylesford - N. 2	- - -	116	66 0 0
55	Aylesford, Educational Society's - N. *c*	5 18 8		
55	Aylesford, Preston Hall, Infant - Ch. 2	- - -	38	1 19 10
68	Bapchild and Tonge - N. 1	137 12 6	64	21 15 8
64	Barham - N. 5	486 0 0	126	72 8 10
58	Barming - N. 3	315 0 0	80	37 14 0
			18	5 15 0
57	Basinghall, Infants - N. 6	- - -	207	93 18 8
58	Bearstead, United - N. 3	125 0 0	115	37 18 0
49	Beckenham N. 11	632 18 9	284	127 6 0
60	Benenden - N. 7	303 0 0	93	30 10 4
62	Bethersden - N. 2	182 1 4	87	33 12 7
50	Bexley - - N. 4	*160 0 0	82	60 19 3
	" - - "	70 0 0		
50	Bexley Heath N. 4	- - -	225	103 2 0
			25	5 12 6
49	Bickley and Widmore - N. 11	- - *d*	83	8 17 0
			81	38 1 4
57	Bidborough Ch. 4	178 0 0	30	18 6 4
61	Biddenden - N. 2	162 0 0	70	33 7 10
			*d*16	10 0 10
70	Birchington N.	129 5 0		
64	Bishopsbourne District - Ch. 5	- - -	43	21 9 2
36	Blackheath, All Saints' (Girls and Infants) - N. 11	- - -		*e*
36	Blackheath Park - - N. 11	- - -	86	54 15 6
36	Blackheath Park, Charity, Girls 11	- - -	72	30 0 2

a Refused under Article 52 *d*.
b School closed.
c Amalgamated with Aylesford N. S.
d For two years.
e Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
35	Blackheath, St. John's Ch. 11	- - -	86	37 9 4
68	Borden - N. 4	200 10 0	130	64 19 0
67	Boughton under Blean - N. 1	250 0 0	72	22 4 7
59	Boughton Malherbe - N.	100 0 0		
58	Boughton Monchelsea N. 3	114 0 0	92	41 7 0
59	Boxley - N. 3	121 0 0	46	28 5 6
63	Brabourne - N. 7	102 0 0	83	46 5 0
56	Brasted - N. 12	370 0 0	102	54 11 8
			14	4 16 8
68	Bredgar Ch.	179 0 0		
57	Brenchley - N. 3	236 10 0	174	81 6 2
74	Brenzett District - - N. 11	100 0 0	56	*a*
57	Brightridge, Infant - 4	- - -	76	36 8 8
70	Broadstairs N. 4	*145 0 0	58	23 3 11
70	Broadstairs B. 4	- - -	58	31 9 4
49	Bromley - N. 11	1,100 0 0	365	171 9 4
			63	23 19 2
49	Bromley Common - N. 11	202 0 0	65	584 3 2
54	Brompton - N. 5	446 5 0	216	74 11 8
54	Brompton, New - Ch. 5	- - -	324	136 17 10
54	Brompton, St. Michael's R. 5	- - -	40	27 14 6
72	Buckland (Dover) (1) N. *c*	81 0 0		
72	Buckland (Dover) (2) N. 7	705 0 0	221	121 1 4
36	Burrage Town B. 1	- - -	171	93 5 0
65	Canterbury - B. 3	293 10 0	38	13 11 7
65	Canterbury - N. 7	720 0 0	301	137 4 0
66	Canterbury, St. Dunstan's N. 7	347 0 0	179	72 15 3
65	Canterbury, St. George the Martyr and St. Mary Magdalene N. 7	165 0 0	54	27 11 2
65	Canterbury, St. Mildred's N. 7	400 0 0	238	92 16 5
			30	8 11 8
65	Canterbury, St. Paul's and St. Martin's N. 7	80 0 0	130	71 17 7
63	Challock - N. 6	81 0 0	38	20 16 10
62	Charing - N. 2	- - -	54	28 0 0
72	Charlton by Dover - N.	58 6 6		
36	Charlton, nr. Woolwich - N. 9	609 8 0	298	145 14 2
62	Chart, Great N. 2	141 8 1	67	21 5 6
			5	0 17 6
59	Chart Sutton N. 3	- - -	49	23 19 8
54	Chatham - P. 5	740 0 0	130	51 9 7
54	Chatham, James Street - N. *d*			
54	Chatham, St. Aloysius - R. 5	- - -	96	50 11 2
54	Chatham, St. John's - N. 5	455 0 0	468	230 5 6
54	Chatham, St. John's, Infant - - N. 5	240 0 0	32	11 1 8
54	Chatham, St. Paul's - N. 5	758 10 0	219	91 19 2
			13	2 17 6
49	Chelsfield - Ch. 2	186 17 6	79	49 19 4
			10	3 0 0
78	Cheriton - N. 11	199 13 4	88	44 3 8
73	Cheriton and Newington N. *e*	165 0 0		
56	Chevening - N. 12	- - -	63	26 11 10
56	Chiddingstone - N. 3	98 0 0	84	41 11 6
			31	10 9 2
63	Chilham - N. 2	236 0 0	72	37 17 4
			13	5 7 6
			107	64 6 8
49	Chiselhurst - N. 11	- - *b*	15	5 19 2
			113	40 14 8
			17	4 16 10
66	Chislet - N.	220 12 6		
52	Cliffe - - N. 2	200 0 0	96	40 11 4
60	Cranbrook - N. 3	416 0 0	170	83 6 8
60	Cranbrook, Milkhouse Street, Sunday and Infant - - N.	96 0 0		
49	Cray (Paul's) N.	*30 0 0		
49	Cray, St. Mary - - R. 4	- - -	35	19 8 6
50	Crayford - N. 11	285 0 0	251	129 14 10
50	Crayford - R. 4	- - -	58	43 10 0
50	Crockenhill N.	229 10 0		
56	Crockham - Ch. 4	- - -	69	44 15 0
63	Crundale - N. 12	- - -	22	9 7 6
49	Cudham - N.	101 5 0		
52	Cuxton - N.	130 6 8		
50	Dartford - B. 4	- - -	59	30 4 6
50	Dartford - N. 11	- - *b*	63	30 14 8
			73	29 2 8
50	Dartford, Infants - 11	- - -	155	78 3 6
50	Dartford, Boys - W. 4	- - -	90	63 18 4
50	Dartford, Waterside - W. 4	- - -	66	42 7 0
71	Deal, Central 5	- - -	174	87 17 4
71	Deal, Infant - - N. *f*			
71	Deal - - P. 5	422 16 8	256	130 19 10
			53	20 2 6
71	Deal, St. Andrew's Infant - - Ch. 5	- - -	40	5 3 2
71	Deal - - W. 4	673 4 0	177	104 17 8
35	Deptford, Mary Ann's Buildings - W. 3	- - -	115	45 4 8
35	Deptford, New Street B. *c*	110 0 0		
35	Deptford - R. 12	- - -	388	213 18 9
35	Deptford, St. John's - N. 12	1,599 14 0	449	209 6 2
			22	8 3 4
35	Deptford, St. Nicholas' - N.	*50 0 0		
	„ „	20 0 0		
35	Deptford, St. Paul's - N. 12	683 19 6	364	148 18 4
59	Detling - N. 3	163 4 0	34	10 10 0
55	Ditton - - Ch.			
72	Dover - - B. 7	*437 0 0	202	123 0 10
	„ - - „	54 15 0		
72	Dover, East Cliff - - N.			
72	Dover, Home for Young Women.			
72	Dover, Holy Trinity District - - N. 7	190 15 5	247	126 5 10

a Refused under Article 52 *d*. *b* For two years. *c* School sold. *d* School extinct.
e School pulled down. *f* Amalgamated with Deal, St. George's District, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
72	Dover - - R. 5	- - -	38	28 6 6
72	Dover, St. James' - N. 7	- - -	237	120 0 6
49	Downe - - N.			
67	Dunkirk - N. 1	116 13 4	89	51 15 0
74	Dymchurch N. 11	226 11 3	73	35 11 8
			15	5 12 6
69	Eastchurch District - N. 2	- - -	106	46 6 4
71	Eastry - N. 5	333 0 0	101	47 4 9
			9	2 0 10
56	Edenbridge - N. 12	200 0 0	97	58 0 2
56	Edenbridge - B. 7	- - -	88	44 0 4
62	Egerton - N. 2	134 12 0	94	35 2 7
73	Elham - - N. 5	60 0 0	91	50 6 0
73	Elham - - B. *a*	- - -	89	40 13 7
33	Eltham - N. 10	571 16 3	273	149 18 10
50	Erith - - N. 2	144 0 0	95	23 9 0
50	Eynsford - N. 2	*70 0 0	65	29 18 8
50	Eynsford - B. 4	- - -	45	26 13 0
58	Farleigh, East N. 3	*34 0 0	112	59 7 2
	" " "	265 0 0		
58	Farleigh, West - N. 3	- - -	46	24 15 10
49	Farnborough, Village - N. *b*	- - -	44	17 6 6
67	Faversham District - N. 3	- - -	868	419 4 2
			25	7 4 2
67	Faversham - B. 7	- - -	160	94 1 2
50	Fawkham, Hartley, and Longfield - N.	35 0 0		
73	Folkestone - B. 7	261 12 8	253	104 5 7
73	Folkestone, Ch. Ch. - N. 11	94 0 0	191	80 6 4
73	Folkestone, St. Mary and St. Eanswith - N. 11	561 7 6*c*	291	177 6 10
			308	140 5 0
56	Fordcombe Ch. 3	- - -	45	10 1 11
36	Forest Hill, Ch. Ch. - N. 11	916 0 0	204	92 6 2
60	Frittenden - N. 3	65 0 0	80	49 1 0
			10	3 10 0
70	Garlinge, St. James' - N. 4	169 0 0	79	41 16 4
			37	12 18 10
54	Gillingham - N. 1	- - -	153	78 12 6
			14	3 6 8
56	Godden Green District - N.			
63	Godmersham N. 2	- - -	40	15 5 7
71	Goodnestone N. 7	- - -	70	36 13 2
53	Graine (I. of St. James') N. 2	- - -	32	14 15 4
51	Gravesend and Milton N. 4	*490 0 0	186	92 8 3
	" - "	100 0 0		
51	Gravesend and Milton, Infants - N. 4	- - -	106	45 5 0
51	Gravesend, Princes St. Chapel - B. 4	- - -	231	164 16 8
51	Gravesend and Milton, Peacock Street - B. 4	- - -	149	81 17 2
51	Gravesend, St. George's and St. James' Infant - N. 4	200 0 0	157	65 15 6
51	Gravesend, St. John - R. 7	- - -	77	19 15 4
50	Greenhithe, Galley Hill B. 4	- - -	167	90 1 2
49	Green Street Green - Ch. 2	42 10 0	52	24 0 8
35	Greenwich - N.	*83 0 0		
35	Greenwich, Central, Infants - - 10	- - -	87	36 2 6
35	Greenwich, Ch. Ch. - N. 10	- - -	103	29 14 0
35	Greenwich and Deptford Female Home.			
35	Greenwich, East Branch N. 10	200 0 0		
35	Greenwich, East - - R. 11	- - -	118	65 14 6
35	Greenwich, Roan's Charity (East Branch), Grey Coat - 10			
35	Greenwich, Roan's Charity (West Branch), Grey Coat - 10	- - -	175	*d*
35	Greenwich, George St. W. 10	- - -	94	50 2 8
35	Greenwich - U.			
35	Greenwich Reformatory.			
35	Greenwich, St. Ann's, Industrial - R.			
35	Greenwich, St. Peter's N. 10	- - -	396	163 7 4
35	Greenwich, Holy Trinity, Maidenstone Hill - - N. 10	693 0 0	352	148 2 8
57	Groombridge N. 4	221 10 0	51	21 5 7
57	Hadlow - N. 3	437 0 0	163	85 1 1
			85	43 4 4
63	Hamstreet - B. 7	- - -	19	7 12 6
			80	38 12 6
64	Harbledown N. 7	111 10 0	11	4 17 6
64	Hardres, Lower N.	38 0 0		
59	Harrietsham Ch. 4	90 0 0	73	*e*
			9	
35	Hatcham, Mason Street, Boys - - B. 3	- - -	97	54 9 1
60	Hawkhurst - N. 1	82 19 0	158	63 1 9
			13	4 14 2
49	Hayes - - N. 11	- - -	64	29 11 8
			11	4 9 2
59	‡Headcorn - N.			
66	Herne - - N. 4	260 15 0	75	39 14 0
			28	8 8 4
66	Herne Bay - Ch. 4	- - -	138	65 9 10
			14	4 1 8
52	Higham - N. 2	174 0 0	109	56 14 0
			5	2 2 6
60	Highgate (Hawkhurst), Infant - N. 1	- - -	53	6 1 4
57	Hildenborough N. 12	168 10 0	116	61 12 0
53	Hoo - - N.	*75 0 0		
50	Horton Kirby N.	170 0 0		
72	Hougham Ch. Ch. - - N. 7	300 0 0	258	149 0 6

a Merged into Elham W.S. *b* School closed. *c* For two years. *d* Refused under Article 52 *d* and 52 *b*.
e Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
78	Hythe - - N. 11	400 0 0	251	108 6 4
64	Ickham - Ch. 4	- - -	74	34 9 8
			17	6 10 10
56	Ide Hill - Ch. 12	- - -	88	44 7 0
			35	9 0 3
55	Ightham - N. 3	- - -	74	37 4 10
49	Keston - N. 4	212 8 0	46	34 4 0
			10	3 11 8
72	Kingsdown - P. 11	17 18 11	52	25 6 8
62	Kingsnorth - N. 2	102 2 6	49	24 13 8
49	Knockholt - N.	862 0 0		
80	Lamberhurst N.	*59 0 0		
55	Larkfield - N. 3	197 0 0	153	86 2 4
70	Lawrence, St., (Ramsgate) N. 4	58 0 0	86	47 2 6
70	Lawrence, St., (Ramsgate) Ch. 4	444 6 0	149	76 9 2
36	Lee - - N. 11	- - -	*a*	
36	Lee, Infants N. 11	- - -	111	54 10 6
36	Lee, Boys - B. 1	- - -	70	46 11 8
36	Lee Chapel, Girls - - B. 1	- - -	38	15 0 4
59	Leeds - - N.			
59	Lenham - N. 3	105 0 0	98	45 8 2
36	Lewisham Bridge - B. 1	- - -	156	88 0 2
36	Lewisham, Avenue Road - W. 3	- - -	34	14 13 6
35	Lewisham Road - B. 3	- - -	134	54 10 8
36	Lewisham, St. Mary's - N. 10	700 0 0	233	109 1 0
36	Lewisham, St. Stephen's N. 10	- - -	121	36 15 11
58	Loose - - N. 3	96 0 0	146	75 11 4
54	Luton (near Chatham) - N. 1	260 0 0	157	81 3 2
			18	7 6 8
74	Lydd - - N. 11	200 0 0	79	19 16 8
73	Lyminge) Endowed) - N. 5	136 0 0	43	21 10 10
58	Maidstone, All Saints' - N. 6	735 0 0	372	215 5 6
			25	9 2 6
58	Maidstone Heath - N. 6	177 15 0	57	25 19 7
58	Maidstone - U.			
58	Maidstone, St. Faith's N. 6	- - -	154	47 1 9
			68	22 16 3
58	Maidstone, St. Mary's - R. 5	- - -	42	19 17 10
58	Maidstone, St. Paul's - N. 6	741 14 6	334	186 2 10
			22	7 18 4
58	Maidstone, St. Peter's - N. 6	428 12 6	235	129 9 4
			26	10 16 8
58	Maidstone, St. Philip's N. 6	339 5 0	135	55 4 8
58	Maidstone, Trinity - N. 6	480 0 0	224	100 0 4
58	Maidstone - W. 3	- - -	127	76 13 5
55	Malling, East N. 3	187 10 0	128	60 8 6
55	Malling, West N. 3	272 6 8	133	61 16 8
			14	3 16 8
58	Marden - N. 2	553 0 0	100	42 18 8
			24	9 10 0
72	Margaret, St. (at Cliffe) - N.	40 0 0		
54	Margaret, St. (near Rochester) - N. 5	537 7 6	234	116 11 10
			12	3 11 8
70	Margate - B. 4	596 0 0	197	114 4 4
70	Margate, St. John's - N. 4	475 0 0	269	134 6 10
			64	25 11 8
	KENT—*cont.*	£ s. d.		£ s. d.
70	Margate, Holy Trinity - N. 4	275 0 0	275	134 8 7
52	Meopham - N. 2	169 0 0	76	29 19 8
55	Mereworth - N. *b*			
51	Milton, Ch. Ch. - - N. 4	- - -	162	65 6 8
68	Milton, nr. Sittingbourne N. 1	300 0 0	114	48 16 10
70	Minster - N. 4	395 0 0	139	66 14 4
70	Monkton - N.			
68	Murston - N. 1	210 0 0	93	42 6 4
			27	5 5 10
58	Nettlestead - N. 3	156 10 0	59	41 18 8
74	Newchurch - N.	40 0 0		
68	Newington - N. 1	105 0 0	86	38 10 6
			24	7 0 0
73	Newington, next Hyde N. 11	47 6 1	34	13 0 0
70	Nicholas, St. at-Wade - N. 5	100 16 5	60	31 15 2
71	Northbourne, St. Augustine's - N. 5	145 10 0	93	46 18 4
52	Northfleet - N. 4	*115 0 0	201	93 3 9
	" - "	25 0 0		
49	Orpington, St. Andrew's - N. 4	- - -	129	28 9 4
67	Ospringe, Mixed - N. 1	- - -	121	59 16 6
57	Paddock Wood N. 3	147 4 0	86	53 13 2
64	Patrixbourne and Bridge N.	120 0 0		
55	Peckham, East - - N. 3	391 15 0	211	110 10 2
55	Peckham, East, St. Michael's 3	- - -	53	27 0 8
55	Peckham, West, and Oxenhoth - P. 3	- - -	54	25 0 4
57	Pembury - B. 7	- - -	48	27 19 0
56	Penshurst - N. 3	- - -	142	67 17 8
			20	7 0 0
64	Petham - N. 6	70 0 0	88	16 9 9
49	Plaistow, St. Mary's - Ch. 11	- - -	86	36 0 10
55	Platt, St. Mary N. 3	160 0 0	116	57 8 2
			11	2 19 2
55	Plaxtol - N. 3	171 0 0	125	67 14 2
			12	5 0 0
62	Pluckley - N. 2	102 7 3	79	34 6 0
36	Plumstead, Burrage Rd., Infants - 10	150 0 0	118	49 14 6
36	Plumstead, Central - Ch. 10	1,985 0 0	596	259 11 2
36	Plumstead, Central, East Plumstead Branch - Ch.			
36	Plumstead, East, Endowed - N. *c*			
36	Plumstead Slade - Ch. 10	184 10 0	87	36 11 0
36	‡Plumstead, St. James' - N.			
71	Preston - N.	*25 0 0		
69	Queenboro' - N.	152 0 0		
68	Rainham - N. 1	327 0 0	189	71 19 10
70	Ramsgate, Ch. Ch. - N. 4	506 0 0	241	129 13 0
			9	3 2 6

a Due, but not paid. *b* School discontinued. *c* Merged into Plumstead Central N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
70	Ramsgate, Newcastle Hill, Infants.			
70	Ramsgate, St. Augustine's R. 5	- - -	32	16 0 8
70	Ramsgate, St. George's - N. 4	188 15 0	353	195 16 2
			25	10 17 6
72	Ringwould - P. 11	- - -	46	18 10 0
54	Rochester, St. Nicholas' - N. 5	680 0 0	249	122 15 8
54	Rochester, St. Peter's - N. 5	- - -	230	106 8 4
			22	7 0 0
54	Rochester, St. Peter's, Delce, Infant - N. 5	- - -	74	32 2 2
68	Rodmersham N. 6	- - -	60	32 12 4
			9	1 2 6
61	Rolvenden - N. 2	*100 0 0	48	22 3 8
74	Romney, New N. 11	126 10 0	*a*	
52	Rosherville, St. Mark's - N. 4	- - -	111	57 1 10
			25	7 7 6
57	Rusthall - N. 6	- - -	205	103 2 7
			28	9 3 4
55	Ryarsh - N. 2	- - -	38	4 16 5
73	Saltwood - N. 11	88 5 6	85	44 0 6
73	Sandgate - N. 11	275 0 0	155	70 8 0
60	Sandhurst - Ch. 1	- - -	71	27 2 6
71	Sandwich - N. 7	- - -	103	46 3 2
56	Seal - - N. 12	166 5 0	58	36 0 0
73	Sellindge - N. 3	- - -	85	45 2 4
56	Sevenoaks, St. John's - N. 12	- - -	65	24 16 8
62	Shadoxhurst N.	30 0 0		
69	Sheerness - B.	*275 0 0		
69	Sheerness, St. Mary's and St. Elizabeth R. 7	- - -	73	38 8 10
69	Sheerness, Trinity - N. 5	*250 0 0	460	204 9 6
	" "	66 9 9		
67	Sheldwich, The Leys, United N. 4	- - -	107	49 17 0
55	Shipbourne - N. 3	210 0 0		
36	Shooter's Hill N. 10	200 0 0	52	19 6 10
56	Shoreham - P. 12	- - -	73	13 19 8
72	Sibertswould N. 6	- - -	52	17 8 9
60	Sissinghurst, Infants and N.			
60	Sissinghurst (Lady de Spaen's) - N.			
60	Sissinghurst (Mrs. H.Cleaver's) N.			
68	SittingbourneN. 1	230 0 0	204	95 0 0
50	Slade Green Ch. 11	- - -	56	22 5 8
62	Smarden, Dadson's - -	320 0 0		
63	Smeeth - Ch.	102 15 5		
55	Snodland - N. 2	277 8 9	191	84 5 4
57	SouthboroughN. 4	320 0 0	191	76 18 4
			25	8 15 10
50	‡Southfleet, Endowed - N.			
57	Speldhurst - N. 3	462 0 0	136	73 10 11
			17	5 15 10
73	Standford - N. 6	25 0 0	52	23 19 2
71	Staple - - N. 5	84 0 0	35	15 16 10
66	Stephen's, St. (near Canterbury) - N. 7	120 0 0	98	55 18 2
59	Stockbury - N.	50 10 0		
53	Stoke, St. George - R.			

a Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
50	Stone (Dartford) - Ch. 11	- - -	91	37 4 10
73	Stowting - N.	55 0 0		
52	Strood - - N. 5	252 0 0	244	103 0 6
66	Sturry - - N.	60 0 0		
56	Sundridge - N. 12	175 8 9	57	20 14 11
50	Sutton-at-Hone - - N. 2	364 0 0	81	23 19 6
59	Sutton Valence, United N. 3	42 0 0	82	42 15 10
			7	3 5 10
59	Sutton Valence - - B. 4	- - -	89	59 19 4
50	Swanley, St. Paul's - N. 2	- - -	70	31 18 10
50	Swanscombe and Stone - N.	70 0 0		
73	Swingfield Minnis - N.	150 0 0		
36	Sydenham - N. 10	*35 0 0	298	130 12 2
36	Sydenham, Lower, Bell Green, Inft. - 10	- - -	76	35 10 6
36	Sydenham - W. 1	- - -	46	18 10 6
61	Tenterden - N. 2	443 0 0	146	59 3 10
61	Tenterden - B. 7	- - -	144	85 8 10
61	Tenterden, St. Michael's - Ch. 2	178 10 0	58	22 8 6
58	Teston - - N. 3	- - -	76	32 15 10
70	Thanet, St. Peter's - N. 4	155 0 0	108	48 14 2
70	Thanet, St. Peter's, Reading Street, Infant - 4	- - -	29	14 14 0
71	Tilmanstone Ch. 6	- - -	32	8 1 2
58	Tovil, St. Stephen's - N. 3	153 0 0	45	22 8 10
55	Trottersciffe N.	104 0 0		
57	Tunbridge - N. 6	- - -	217	96 3 6
			18	6 6 8
57	Tunbridge, St. Stephen's - N. 6	583 0 0	186	84 4 0
			52	15 6 8
57	Tunbridge, St. Stephen's, Infant - N. 6	- - -	98	41 17 0
57	Tunbridge - W. 7	- - -	134	66 3 0
57	Tunbridge Wells, Free Chapel - 6	40 0 0	138	86 5 2
57	TunbridgeWells, Girls and Infants - - N. 6	- - -	106	51 1 8
57	TunbridgeWells, Grosvenor United - 7	- - -	83	54 10 4
57	TunbridgeWells, Victoria - 6	- - -	151	86 0 0
57	Tunbridge Wells, St. Augustine's R. 5	- - -	32	15 14 2
57	TunbridgeWells, St. James - N. 6	- - -	239	113 15 0
			24	8 6 8
57	TunbridgeWells, St. John's - Ch. 6	281 8 0	172	93 14 10
57	Tunbridge Wells, Trinity N. 6	- - -	124	67 14 8
57	Tunbridge Wells, Trinity, Middle N. *b*			
57	Tunbridge Wells, Windmill Fields Ch. 6	- - -	67	30 12 0

b Removed from inspection.

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	KENT—*cont.*	£ s. d.		£ s. d.
68	Upchurch - N.	54 0 0		
71	Walmer and Ringwould N. 5	*106 0 0	127	57 8 0
	" " - "	760 0 0		
64	Waltham - "N.			
55	Wateringbury N. 3	- - -	142	90 4 8
			24	8 0 0
56	Weald, Sevenoaks - P. 12	- - -	50	19 16 0
56	Westerham N. 12	322 0 0	173	75 17 0
			26	5 15 0
62	Westwell - N. 11	- - -	52	23 19 4
66	Whitstable and Seasalter, Charity - N. 8	- - -	289	75 1 3
64	Wickhambreaux N. 5	- - -	48	23 17 8
63	Willesborough N. 2	67 0 0	79	34 14 10
58	Willington N. 6	- - -	32	6 19 1
51	Wilmington Ch. 2	174 17 6	96	47 2 0
71	Wingham - N. 6	- - -	100	48 15 2
61	Woodchurch N. 2	90 6 3	104	38 10 0
71	Woodnesborough - N. 5	95 0 0	66	23 1 8
35	Woolwich - N. 9	289 0 0	427	200 1 4
			10	4 18 4
35	Woolwich, North - Ch. 7	- - -	226	106 15 4
35	Woolwich, Power St. - B.	*225 0 0		
35	Woolwich, Pres. Ch. District - 1	1,400 0 0	376	194 9 2
35	Woolwich, St. Michael and All Angels - - N. 9	- - -	137	51 12 8
35	Woolwich, St. Peter's - R. 5	758 0 0	385	194 0 1
35	Woolwich, St. Thomas' N. 9	1,436 0 0	338	157 13 4
35	Woolwich, Holy Trinity - - N. 9	- - -	115	26 2 6
71	Worth - Ch.			
55	Wouldham - N. 1	- - -	53	27 10 8
55	Wrotham - N. 3	100 0 0	75	35 12 8
63	Wye, Lady Joanna Thornhill's.			
58	Yalding - N. 2	474 6 0	157	70 7 8
			45	15 2 6
58	Yalding, St. Margaret's N. 2	144 0 0	74	15 6 6
			11	4 0 10
	LANCASHIRE.			
474	Abney, Mossley Brow - B. 10	- - -	287	157 0 2
			64	21 0 0
477	Accrington, Abbey Street W. 3	- - -	133	83 13 10
477	Accrington, New Jerusalem - B. 3	- - -	370	217 1 0
			42	13 15 0
477	Accrington, Ch. Ch. - N. 3	683 0 0	133	86 8 2
			42	15 1 8
477	Accrington, St. James' - N. 3	91 0 0		
477	Accrington, St. James', Infants - N. 3	208 0 0	481	250 12 8
			93	31 10 10

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Accrington, St. Oswald's R. 3	- - -	183	83 18 2
			64	21 3 4
477	Accrington W. 3	- - -	336	229 3 8
			81	30 5 10
481	Adlington - Ch. 2	354 3 11	124	67 16 0
484	Admarsh - N.	*28 0 0		
462	Aigburth - N. 10	333 0 0	230	118 4 0
			26	6 8 4
469	Ainsworth - N. 6	*150 0 0	82	42 1 8
			12	4 10 0
486	Aldingham - Ch.			
482	Alstone Lane R. 5	- - -	51	29 14 4
464	Altcar - N. 3	- - -	46	22 3 4
478	Altham - N.			
469	Andrew's, St. (Ramsbottom) - B. 5	- - -	86	51 5 6
			25	11 14 2
477	Antley - W. 5	- - -	152	77 13 10
			41	12 19 2
463	Appleton - R. 5	- - -	116	52 6 8
471	Ardwick, Chancery Lane - W. 5	- - -	478	276 15 2
471	Ardwick, Pin Mill - - B.			
471	Ardwick, Pin Mill Brow, Bank Meadow - - W. 11	- - -	179	92 4 3
471	Ardwick, St. Aloysius' - R.			
471	Ardwick, St. Thomas' - N. 12	- - -	469	225 18 0
485	Arkholme - N. 6	- - -	56	13 13 0
465	Ashton in Makerfield R. 5	- - -	257	120 1 10
482	Ashton (on Ribble) - Ch. 10	- - -	84	42 1 4
465	Ashton-le-Willows, Rectory Ch. 6	110 0 0	141	55 6 7
465	Ashton in Makerfield, St. Thomas' N. 6	250 0 0	167	78 17 0
474	Ashton-under-Lyne, Ch. Ch. N. 10	845 10 0	115	62 19 4
			79	27 2 6
474	Ashton-under-Lyne, Meth. New Connexion - 12	- - -	114	43 15 7
			34	1 16 5
474	Ashton-under-Lyne, New Jerusalem - B. 12	- - -	113	63 2 6
474	Ashton-under-Lyne - - P. 10	850 0 0	346	183 4 6
474	Ashton-under-Lyne, St. Ann's - R. 6	- - -	—	*a* 5 0 0
474	Ashton-under-Lyne, St. James' - N. 10	- - -	163	75 11 0
474	Ashton-under-Lyne, St. Peter's - N. 10	*300 0 0	268	147 6 4
	" " - "	60 0 0	26	8 5 0
465	Aspull - - N. 3	- - -	143	66 18 4
465	Aspull - - R. 4	- - -	27	12 0 10
465	Aspull - - W. 10	- - -	80	30 0 4
467	Astley - - N. 2	303 0 0	84	47 0 2
468	Astley Bridge Ch. 4	984 0 0	225	118 5 8
			226	118 2 6
			70	24 6 8

a Paid under Article 90[1] (1).

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Astley Bridge (Bolton) Bapt. 11	- - -	33	43 15 4
467	Atherton - N. 2	691 6 6	224	100 19 10
			22	5 1 8
467	Atherton, Chanters - Ch. 2	- - -	98	43 4 4
474	Audenshaw - N. 10	550 0 0	229	128 6 8
474	Audenshaw - R. 6	- - -	150	87 14 0
464	Aughton - P. 2	- - -	68	33 5 6
464	Aughton - R. 3	- - -	53	23 19 0
477	Bacup, Ch. Ch. - - N. 3	584 14 0	163	112 18 6
			78	33 13 4
477	Bacup, Mechanics' Institute 1	- - -	167	88 10 10
			118	39 16 8
477	Bacup, St. John's - N.			
477	Bacup, St. Mary's - R. 3	- - -	120	59 11 6
			77	27 0 10
477	Bacup - - W. 2	962 0 0	308	187 4 6
477	Bacup, Wesley Place - - W. 3	- - -	135	91 10 0
			31	11 19 2
476	Bagslate - B. 1	- - -	82	52 5 4
			60	22 6 8
476	Balderstone, St. Mary's N. 6	- - -	408	268 12 9
			99	35 17 10
469	Bamford - Ch. 7	- - -	62	35 4 10
			25	9 12 6
471	Bank Meadow B.	300 0 0		
486	Bardsea - Ch.			
476	Bardsley - N. 5	397 0 0	124	69 8 4
			32	11 3 4
486	Barrow-in-Furness - N. 6	900 0 0	361	202 6 2
486	Barrow-in-Furness, Dalton Road - W. 6	- - -	288	138 6 0
486	Barrow-in-Furness, St. James' - N. 7	- - -	342	156 13 4
478	Barrowford - N.	231 15 0		
470	Barton-upon-Irwell, All Saints' - R. 11	- - -	83	41 13 2
470	Barton-upon-Irwell - N. 2	270 0 0	107	55 4 5
470	Barton-upon-Irwell - W. 3	- - -	68	34 14 2
477	Baxenden - N. 3	- - -	82	42 10 0
			24	8 8 4
477	Baxenden - W. 5	- - -	69	38 10 10
467	Bedford in Leigh - N. 10	200 0 0	81	40 1 4
			8	2 11 8
467	Bedford in Leigh, Old - 10	- - -	94	*a*
476	Belfield (Messrs. Benecke's) N.			
465	Belle Green - N. 6	- - -	68	33 4 10
469	Besses o'th' Barn - 1	- - -	104	72 18 4
464	Bickerstaffe N. 2	200 0 0	216	100 10 6
465	Billinge - N.	56 10 0		
469	Birch, Middleton - N. 3	*121 0 0	69	41 17 8
465	Birchley - R. 5	775 0 0	137	77 4 0
464	Birkdale - Ch. 9	- - -	99	43 13 8
			17	6 0 10
464	Birkdale, No. 2 - - Ch. 9	- - -	81	14 9 7
464	Birkdale, St. Joseph's - R. 9	- -	60	41 18 0
483	Bispham, Par. Ch. *b*	30 0 0		

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Blackburn, Bank Top - B. 10	- - -	107	51 6 5
			27	7 19 2
480	Blackburn, Chapel Street B. 4	- - -	257	165 12 4
			64	23 8 4
480	Blackburn, Ch. Ch. - - N. 11	1,555 0 0	607	373 14 3
			40	10 15 0
480	Blackburn, Mill Hill, Independent - 4	- - -	133	86 7 6
			33	9 9 2
480	Blackburn (NovaScotia) B.	*150 0 0		
480	Blackburn, St. Alban's, Boys - - R. 3	- - -	182	108 19 6
			54	21 10 0
480	Blackburn, St. Alban's, (Girls and Infants) - R. 3	- - -	421	226 12 6
480	Blackburn, St. Anne's, Boys - - R. 3	- - -	174	63 4 10
			127	39 9 2
480	Blackburn, St. Anne's, Girls - R. 3	- - -	350	189 2 2
480	Blackburn, St. John's - N. 11	800 0 0	716	424 0 0
480	Blackburn, St. Luke's - N. 12	740 0 0	427	245 14 0
			82	35 13 4
480	Blackburn, St. Michael's - N. 1	304 6 8	305	167 11 0
			59	21 12 5
480	Blackburn, St. Paul's Ch. 1	1,207 0 0	290	165 0 1
			49	18 18 2
480	Blackburn, St. Peter's - N. 12	- - -	—	*c*
480	Blackburn, St. Peter St. W. 4	670 0 0	227	142 12 2
			39	13 7 6
480	Blackburn, St. Thomas N. 12	300 0 0	629	355 13 4
			79	33 5 10
480	Blackburn, Holy Trinity N. 12	418 0 0	410	217 6 9
			39	9 6 0
473	Blackley - Ch. 2	197 0 0	200	65 8 0
473	Blackley, Barnes Green - Ch. 2	262 0 0	109	40 7 2
473	Blackley, Mount Carmel - - R. 11	- - -	103	34 8 11
473	Blackley, St. Andrew's - N. 2	174 0 0	77	40 15 10
483	Blackpool, Boys - - N. 5	- - -	255	138 4 10
			24	7 7 4
483	Blackpool, Girls - - N.			
483	Blackpool, St. John's, Infants - - Ch. 5	367 0 0	123	60 0 0
483	Blackpool - W. *d*			
465	Blackrod - N. 2	528 0 0	229	110 7 6
465	Blackrod, Scot Lane End - - Ch. 2	118 0 0	65	31 1 4
468	Bolton - le-Moors - B. 4	*250 0 0	111	70 15 0
468	Bolton - le-Moors, Bark Street, Infant 3	- - -	101	56 15 0
468	Bolton - le-Moors, Bridge Street - W. 9	311 0 0	304	132 13 2
468	Bolton - le-Moors, Ch. Ch. - - N. 3	561 0 0	263	126 13 7
			42	19 6 8

a Refused under Article 51 *a*. *d* Removed from inspection. *c* Due, but not paid. *d* School extinct.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Bolton Commission St., Unitarian - 10	- - -	77	46 1 3
468	Bolton - le - Moors, Congregational - 4	- - -	127 43	53 4 4 21 11 8
468	Bolton - le - Moors (Emmanuel) - N. 2	671 17 1	403 115	227 3 8 44 17 6
468	Bolton - le - Moors (Fletcher St.) - W. 4	- - -	437 47	256 18 2 17 19 2
468	Bolton - le - Moors, Girls P. 3	- - -	285	141 4 4
468	Bolton - le - Moors, Halliwell Road - W. 10	- -	205	104 11 0
468	Bolton - le - Moors, Industrial Ragged.			
468	Bolton - le - Moors, St. George's - N. 6	- - -	125	35 18 0
468	Bolton - le - Moors, St. James' - N. 2	- - -	313 90	120 14 8 34 18 4
468	Bolton - le - Moors, St. Mark's - N. 3	1,737 0 0	388 36	187 18 2 13 5 0
468	Bolton - le - Moors, St. Mary's - R. 11	- - -	187 42	66 4 9 15 18 4
468	Bolton - le - Moors, St. Peter's and St. Paul's - R. 11	622 0 0 *d*	312 97 307 78	165 14 2 36 12 6 188 12 0 34 13 4
468	Bolton - le - Moors, Holy Trinity (Trinity Street) N. 3	*240 0 0 365 0 0	483	240 5 4
468	Bolton - le - Moors, Trinity, Branch 3	- - -	65	25 8 10
485	Bolton - le - Sands, Industrial - N.	65 16 0		
468	Bolton, Little, All Saints' - N. 3	760 0 0	384 103	188 10 3 53 6 9
468	Bolton, Little, St. George's N. 3	530 0 0	395 37	194 4 6 13 2 6
462	Bootle - - N. 4	*200 0 0	308	161 19 3
462	Bootle, Ch. Ch. - - N. 4	- - -	228 26	106 16 4 9 5 0
462	Bootle, St. James' - R. 3	- - -	62	26 2 2
462	Bootle, St. John's - N. 5	645 14 4	355	176 14 4
473	Bradford-cum-Beswick - Ch. 3	691 5 0	372 74	227 1 10 28 3 4
486	Brathay District - - N. 5	- - -	32	17 9 4
468	Breightmet, Roscoe Fold, Endowed - 4	- - -	127 20	67 1 0 8 11 8
481	Bretherton, Free Endowed - Ch.	126 0 0		
478	Briercliffe - N. 3	492 0 0	114	73 14 2
478	Brierfield - N. 3	247 0 0	180 34	114 3 4 13 15 4
481	Brindle - P. 1	- - -	50	25 19 6
472	BrindleHeathN.10	335 8 2	368	186 9 3

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
481	Brindle - R. *a*			
486	Broughton-in-Furness - Ch. 7	- - -	58	15 0 1
472	Broughton, Higher (Manchester) - W. 1	- - -	85	49 0 4
472	Broughton, Lower Duke Street - N. 3	913 0 0	154 8	84 14 2 3 5 0
472	Broughton, St. John's - N.			
482	Brownedge, St. Mary's - R. *b*			
469	Buckhurst - N. 6	*112 0 0 168 0 0	63	47 5 0
476	Buckley Factory 6	- - -	62	44 1 2
476	Buersill and Lower Place N. *c*	301 0 0		
471	Burnage - N.	337 0 0		
478	Burnley - N. 2	*100 0 0	414	195 14 8
478	Burnley, St. Peter's Infants - - N. 2	299 0 0	92	33 3 4
478	Burnley, Fulledge Meadow School of Hope. *b*			
478	Burnley, Fulledge - - W. 5	- - -	360 20	211 12 6 6 6 8
478	Burnley Lane Head - - N. 3	50 0 0	103	57 14 8
478	Burnley, Prim. Methodist - 4	- - -	65	20 1 3
478	Burnley, St. Aloysius' - R. 3	- - -	78 44	41 17 4 15 15 0
478	Burnley, St. Andrew's - N. 2	320 0 0	199 57	83 10 10 22 9 2
478	Burnley, St. James' - N. 3	*200 0 0 277 0 0	265 32	158 10 6 11 3 4
478	Burnley, St. Mary's - R. 3	- - -	269 84	77 1 10 30 16 8
478	Burnley, St. Paul's - N. 3	568 0 0	211 54	114 5 6 16 1 8
478	Burnley, Salem Chapel, Congregational - - 5	- - -	113	52 1 4
478	Burnley - W. 5	807 0 0	531 12	335 16 4 4 3 4
478	Burnley Wood N.	306 5 0		
464	Burscough - R. 9	- - -	49	18 9 7
469	Bury, Bank Street - B. 7	- - -	214	124 3 8
469	Bury, Central N. 7	- - -	245 40	96 8 4 10 1 9
469	Bury (Clarke Street) - W. 9	- - -	294	170 1 2
469	Bury, Industrial and Reformatory.			
469	Bury, New Road - B. 12	- - *d*	83 90	39 0 5 54 10 8
469	†Bury, Ragged.			
469	Bury, Rochdale Road, Christian Church 11	- - -	*e*	
469	Bury, St. John's - N. 7	370 0 0	342 103	168 14 0 51 5 0
469	Bury, St. Mary's - R. 11	- - -	90 84	50 8 2 26 10 0
469	Bury, St. Paul's - N. 7	150 0 0	183 39	117 0 2 15 19 2

a Removed from inspection. *b* School closed. *c* School pulled down. *d* For two years.
e Due, but not paid.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Bury, St. Paul's (Hudcar) - Ch. 5	- - -	85	43 12 10
469	Bury (Huntley) St. Paul's Ch. 7	- - -	74	41 16 10
469	Bury, St. Peter's - N. 7	309 12 6	122	74 6 10
469	Bury, St. Thomas - N. 7	362 13 9	154	105 18 8
469	Bury, Holy Trinity - N. 6	513 0 0	334	184 0 2
			26	11 11 8
470	Cadishead - W. 2	- - -	72	39 13 10
			18	7 18 4
485	Carnforth - Ch. 10	- - -	67	19 19 2
			6	1 15 0
486	Cartmel - N. 6	554 0 0	93	9 18 2
			12	2 11 8
486	CartmelGrammar	58 4 0		
476	Castleton - B. 2	- - -	136	88 3 0
476	Castleton Moor - Ch. 6	- - -	109	70 15 4
485	Caton - N. 6	226 0 0	140	91 9 4
475	Chadderton, St. John's Ch. 5	- - -	284	157 0 4
			47	16 4 2
472	Charlestown B.	*115 0		
472	Charlestown, Pendleton Club - - 1	- - -	56	33 13 2
472	Charlestown (Pendleton), St. George's N. 9	- - -	228	104 12 0
			46	15 10 0
472	Charlestown (Pendleton), St. George's, Infants - N. 9	417 12 0	155	74 18 8
481	Charnock Richard - Ch. 2	341 0 0	60	42 4 10
479	Chatburn - N. 4	248 0 0	83	28 9 7
			27	9 7 5
480	Cherry Tree (Blackburn) Ch. 1	- - -	73	34 0 6
479	Chipping (Preston) - R. 4	- - -	48	27 0 2
481	Chorley Parish - N. 2	*156 0 0	223	111 13 2
	" - "	203 0 0	35	10 5 10
481	Chorley, St. George's - N. 2	188 0 0	316	158 4 2
481	Chorley, St. Mary's - R. 4	500 0 0	393	189 5 6
481	Chorley, St. Peter's - N. 2	254 0 0	107	55 5 10
481	Chorley - W. 2	- - -	291	138 4 0
471	Chorlton-cum-Hardy - N. 4	150 0 0	76	48 12 4
471	Chorlton-on-Medlock, Grosvenor Square Pres. 10	221 0 0	265	153 16 10
471	Chorlton-on-Medlock, St. Luke's - N. 12	583 2 0	306	156 0 8
471	Chorlton-on-Medlock, St. Matthias - N. 2	- - -	119	63 19 8
471	Chorlton-on-Medlock, St. Paul's - N. 4	- - -	202	97 18 8
471	Chorlton-on-Medlock, (Manchester), St. Saviour's - N. 2	455 0 0	473	274 8 4
471	Chorlton-on-Medlock, St. Stephen's - N. 4	- - -	367	207 11 0
			18	5 10 0
486	Church Coniston - Ch. 6	- - -	133	74 1 2
480	Churchkirk Ch. 4	760 13 8	118	109 8 10
			113	34 14 2
464	Churchtown B. *a*	*35 0 0		
480	Clayton - le-Moors - N. 4	761 19 10	277	146 16 6
			62	24 3 3
481	Clayton - le-Woods - N.	40 0 0		
470	Clifton - Ch. 2	- - -	203	157 4 1
479	Clitheroe - N. 4	*300 0 0	206	80 12 10
	" - "	52 3 2		
479	Clitheroe - R. 3	- - -	62	32 7 8
479	Clitheroe, St. James', Infants - N. 4	310 0 0	182	90 4 0
479	Clitheroe - W. 5	- - -	242	142 15 2
			47	18 10 10
480	Cockerbrook B.	*50 0 0		
485	Cockerham - P. 6	96 0 0	104	65 10 0
475	Coldhurst - Ch. 5	554 2 0	191	97 11 5
			46	19 5 0
473	Collyhurst, St. Catherine's N. 11	461 6 8	372	183 18 4
			105	38 19 2
473	Collyhurst Albert Memorial - Ch. 4	715 15 0	421	198 12 10
			34	8 8 4
473	Collyhurst, St. Oswald's N. 1	- - -	209	109 7 0
			30	10 8 4
478	Colne - N. 2	500 0 0	297	192 17 6
			56	16 5 5
478	Colne, Ch. Ch. N.	150 0 0		
478	Colne (Waterside) - N. 3	380 0 0	277	179 2 6
486	Colton - P.			
481	Coppull - N. 2	222 8 6	86	45 18 10
478	Cornholme - B. 2	- - -	128	83 0 4
			42	13 5 0
482	Cottam - R. 5	- - -	81	20 18 6
475	Cowhill - W. 7	- - -	306	164 11 4
476	Cowpe - N. 11	- - -	82	46 4 8
			23	11 6 3
477	Crawshaw Booth - N. 4	- - -	113	71 7 4
			61	30 19 2
477	Crawshaw Booth - W. 2	- - -	134	82 13 2
			67	33 7 6
466	Croft, Endowed Ch.	217 0 0		
475	Crompton, East - Ch. 5	750 0 0	166	96 17 8
			45	19 2 6
475	Crompton, High - N. 5	377 0 0	160	107 2 6
			65	25 17 6
462	Crosby, Great N. *b*	72 0 0		
462	Crosby, Great R. 3	449 0 0	148	80 9 8
464	Crossens - N. 9	*108 0 0		*c*
473	Crumpsall, Lower, St. Thomas - N. 3	494 10 0	150	82 10 8
473	Culcheth - B. 1	- - -	128	73 5 2
480	Culvert - N. 11	- - *d*	99	48 6 0
			98	58 9 2
464	Cunscough - R.			
486	Dalton - in-Furness - N. 7	528 7 6	519	277 4 0
			30	8 5 0
480	Darwen Congl. Chapel - 4	- - -	256	146 1 2
468	Daubhill, Iron 3	- - -	134	62 5 6
470	Davyhulme - W. 12	- - -	66	41 19 10

a School extinct. *b* School closed. *c* Due, but not paid. *d* For two years.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Deane - N. 3	*50 0 0 90 0 0	157	47 15 0
476	Dearnley - N. c	- - -	88	54 7 2
486	Dendron - N.	169 12 6		
474	Denton, Ch. Ch. - - N. 10	500 0 0	a153 128	83 6 10 58 18 10
474	Denton, Methodist - P.C. 10	- - -	248 93	91 0 10 34 19 2
474	Denton - R. 6	- - -	57	46 15 5
474	Denton and Haughton - N. 10	500 0 0	168	61 8 4
471	Didsbury - N. 3	100 0 0	105 8	59 11 9 1 14 3
471	Didsbury and Barlow Moor W. 10	- - -	155	87 7 10
471	Didsbury Village, Infant - - -3	- - -	41	19 14 6
463	Ditton, St. Mary's - R. 10	- - -	51	21 4 8
463	Ditton, Methodist W. 10	- - -	51	21 5 10
477	Doals - - B. 1	- - -	53 28	31 18 6 16 3 4
485	Dolphinholme N. 5	- - -	54	38 14 0
479	Downham - N.	*75 0 0		
474	Droylesden - B. 7	- - -	860 94	224 1 8 27 11 8
474	Droylesden Castle - Undl. 7	- - -	71 24	43 5 2 7 16 8
468	Eagley Mills - B. 4	- - -	208 19	159 14 4 6 2 6
480	Earcroft - N. 1	- - -	117 32	71 16 0 10 15 0
466	Earlstown, District, Infants - - N. 6	614 0 0	135	64 13 10
470	Eccles Par. Ch. N. 2	607 14 7	300	210 15 9
470	Eccles (Broomhouse Lane) N. 2	- - -	88 170	57 16 6 85 8 10
470	Eccles, St. Mary's - R. 11	- - a	88 189 81	27 9 7 107 10 6 27 4 2
472	Eccles, Weaste Lane - - N. 4	201 0 0	145	85 10 4
480	Eccleshill, (Over Darwen), St. James' - N. 11	32 0 0	108 15	63 16 10 6 2 6
484	Eccleston, Great, Clarendon Ch. 5	- - -	78	33 14 11
484	Eccleston, Great - R. 5	- - -	45	21 14 0
463	Eccleston, St. Thomas' - N. 1	746 13 6	566 112	283 11 10 39 3 4
477	Edenfield - N. 3	629 0 0	186 31	107 12 6 13 5 10
468	Edgeworth - N. b	*45 0 0		
468	Edgeworth - W. 5	- - -	130 14	65 14 8 3 16 8
468	Egerton - B. 9	- - -	173 62	111 3 6 22 6 8
485	†Ellel - - B.			
485	Ellel Infants 6	- - -	76	37 8 10
485	Ellel - - N. 6	641 0 0	55 14	25 18 7 5 18 4
469	Elton, All Saints' - N. 7	574 0 0	313 30	187 10 2 9 11 8
480	Enfield, Infants - - 4	- - -	157	85 8 10

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
481	Euxton - N.	*126 0 0		
481	Euxton, St. Mary's - R. 4	- - -	84	45 10 2
462	Everton, Ch. Ch. - - N. 6	860 0 0	779 27	388 19 6 8 14 2
462	Everton, Great Homer Street Chapel - W. 11	1,223 0 0	c	
462	Everton, St. Chrysostom's N. 6	638 19 8	269 45	126 1 4 13 14 2
462	Everton, St. George's - Ch. 6	1,700 0 0	545	249 1 8
462	Everton, St. Peter's - N. 4	1,650 0	597 14	166 9 4 4 10 0
462	Everton, St. Saviour's - N. 6	- - -	133	21 11 0
462	†Everton and Kirkdale, St. Mary's - N.			
477	Ewood Bridge N. 4	*70 0 0	65 32	47 16 5 12 6 1
476	Facit - - W. 5	- - -	147 77	78 0 10 29 17 6
473	Failsworth - N. 10	*270 0 0 22	129 36	84 2 6 14 0 0
462	Fairfield, Kensington. *See* Kensington, N.S.	" "		
462	Fairfield, Moravian. d			
476	Failinge, Infts. N. d			
463	Farnworth (near Warrington) N. 6	342 0 0	207	122 1 0
468	Farnworth, St. John's, near Bolton N. 2 " "	*250 0 0 270 0 0	220 27	108 1 2 9 7 6
468	Farnworth, St. Thos. - N. 6	- - -	112	25 5 8
468	Farnworth (near Bolton) - W. 4	- - -	198 27	124 17 8 9 4 2
486	Far Sowry and Hawkshead - - N.	*60 0 0		
478	Fence - - N. 3	230 0 0	67 8	41 8 7 2 8 8
482	Fernyhalgh, St. Mary's - R. 5	- - -	45	32 3 6
483	Fleetwood-on-Wyre, St. Mary's - R. 10	- - -	114 17	64 5 6 6 2 6
483	Fleetwood, Testimonial N. 5	387 5 0	351	150 1 7
470	Flixton - P. 2	400 0 0	88	61 13 1
478	Foulridge - N. 3	270 0 0	90	58 12 0
483	Freckleton - N. 5 " "	*63 0 0 40 2 9	103 13	45 18 2 5 15 10
478	Felledge. *See* Burnley - W.			
484	Garstang - R. 6	432 0 0	127	63 0 6
484	Garstang, St. Michael's - N.	104 0 0		
462	Garston - N. 10	354 2 6	326	130 13 10
462	Gilmoss, St. Swithin's - R.			
485	Glasson, Ch. Ch. - - Ch. 6	80 0 0	65	34 6 0
475	Glodwick, Ch. Ch. - - N. 5	550 0 0	451	298 8 8
467	Golborne - N. 3	255 0 0	219 21	95 18 9 6 9 2

a For two years. *b* Removed from inspection. *c* Due, but not paid. *d* School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
478	Goodshaw Booth - N.	*234 0 0		
477	Goodshaw and Loveclough N. 4	117 0 0	123 41	76 7 3 22 11 1
471	Gorton, St. James' - N. 12	*142 0 0	169 140	90 10 6 30 6 8
471	Gorton, St. Mark's - N. 11	- - -	335	144 7 2
471	Gorton, St. Patrick - R. 11	379 4 4	321 162 309 187	134 17 4 59 0 0 146 13 8 69 13 5
486	Grange - N. 6	- - -	*c*33	13 10 6
475	Greenacres, Congregational B. 7	- - -	150	72 10 10
476	Greenbooth Mills Works 1	- - -	88 32	59 13 2 12 0 0
477	GreenHowarth Ch.	304 0 0		
478	Habergham, All Saints' - N. 2	228 0 0	291 59	191 16 6 19 17 6
478	Habergham Eaves, Holy Trinity - P. 2	927 5 0	492	287 16 4
478	Habergham Eaves, Holy Trinity, *See* Wood Top - N.			
465	Haigh - - N. 10	- - -	77	26 1 5
463	Halewood - N. 10	82 0 0	117	66 11 2
468	Halliwell, Dean Mills B. 4	- - -	189 19	147 6 10 8 15 10
468	Halliwell, St. Luke's - Ch. 3	808 0 0	137 16	62 15 4 6 10 0
468	Halliwell, St. Paul's - N. 4	- - -	340 36	168 15 8 10 5 0
468	Halliwell, St. Peter's Jubilee - 3	40 0 0	117 19	53 0 4 6 15 10
464	Halsall - N. 2	- - -	182	84 4 8
485	Halton - N. 6	- - -	68	53 10 0
484	Hambledon N. *a*	*40 0 0		
476	Hamer, All Saints' - N. 6	285 15 0	204 35	117 1 8 10 15 10
473	Harpurhey - N. 3	- - -	131	56 4 11
468	Harwood, Ch. Ch. - - N. 4	176 0 0	74 18	40 1 2 6 13 4
480	Harwood, Gt. N. 11	*123 0 0	328	169 5 2
	" "	139 13 4	42	19 1 7
480	Harwood, Great - B. 5	- - -	167	96 17 4
480	Harwood, Great, St. Hubert's - R. 3	- - -	144 37	87 19 2 11 5 10
477	Haslingden - N. 4	318 2 6	458 215	267 17 6 69 17 8
477	Haslingden - W. 2	- - -	224	153 16 4
477	Haslingden, The Grane - N. 4	*120 0 0	48 17	33 9 0 6 9 2
477	Haslingden, Grane - W. 2	- - -	31 9	20 18 8 4 0 10
474	Haughton Dale Mills - 10	- - -	94 49	66 14 2 20 14 2
486	Hawkshead - N. *b*			
469	‡Hawkshaw Lane - - N. *a*			
466	Haydock - N. 10	*120 0 0	160	71 18 10
	" "	119 7 6		
466	Haydock Colliery - - B. 5	- - -	195 45 60	95 3 6 11 19 2 38 2 6
477	Heald - - W. 3	- - -	15	4 5 10
476	Healey - - N. 6	365 0 0	204 26	131 18 0 3 5 0
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Heap Bridge 9	- - -	113 28	75 7 10 8 10 0
481	Heapey - N. 2	- - -	47	16 19 2
452	Henton Mersey, St. John's - Ch. 11	747 0 0	206	120 6 3
452	Heaton Norris, Ch. Ch. N. 12	- - - *c*	72 85 33	15 6 3 41 16 8 8 14 2
452	Heaton Norris, St. Mary's - R. 11	- - -	137 122	62 7 6 44 7 8
452	Heaton Norris, St. Thomas P. 12	- - - *c*	49 49	22 9 1 22 0 2
463	Helen's, St. (Church St.), Infant and Sunday - -	165 0 0		
468	Helen's, St., Cowley's Charity - B.	265 0 0		
463	Helen's, St., Crown Glass Works - 6	- - -	54 106	19 14 8 47 0 0
463	Helen's, St., Duke Street, Infant - Ch. 1	200 0 0	127	55 19 8
463	Helen's, St., The Gerard R. 5	- - -	123	63 11 8
463	Helen's, St., Greenbank R. *b*			
463	Helen's, St. (Lowe House) R. 5	- - -	376 23	209 7 4 8 4 2
463	Helen's, St. (Moorflat) N. 1	- - -	349 45	156 14 2 16 9 2
463	Helen's, St. (Parr Mount), HolyTrinity N. 1	459 13 4	276 27	109 7 0 7 4 2
463	Helen's, St., Ragged - B. 5	- - -	83	35 8 6
463	Helen's, St. (St. Joseph's) R. 5	740 0 0	348 16	180 13 10 5 10 0
463	Helen's, St., Victoria - R. 5	- - -	265	133 11 8
463	Helen's, St. - W. 5	500 0 0	259	131 1 4
478	Hey Houses and Sabden N.	*75 0 0		
475	Heyside, St. Mark's District - - 5	- - -	129 51	65 19 6 16 7 6
469	Heywood, Mechanics' Institute - B. 4	- - -	127 41	100 15 5 18 19 3
469	Heywood, New Jerusalem Factory - B. 3	- - -	226 92	144 15 2 38 16 8
469	Heywood, Queen St. - W. *d*			
469	Heywood, St. James' - N. 7	*360 0 0 44 6 0	416	281 8 4
469	Heywood, St. James' (Heady Hill) - - N. 7	235 5 0	94	70 10 0
469	Heywood, St. John's - N. 7	232 2 6	244 159	153 12 0 92 17 9
469	Heywood, St. Joseph's - R. 11	- - - *e*	11 163 133	34 18 7 94 8 3 45 1 2

a School closed. *b* School extinct. *e* For two years.
d Amalgamated with Heywood Mechanics' Institution B.S.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Heywood, St. Luke's, William St. N. 7	*78 0 0	285	173 0 0
	" "	1,882 0 0	195	71 9 2
478	Higham - N.	*50 0 0		
465	Hindley - Ch. 12	- - -	241	116 16 11
465	Hindley, St. Benedict's - R. 4	335 4 0	357	195 13 2
			103	38 15 10
465	Hindley - W. 10	- - -	102	52 15 3
480	Hippings - W. 3	- - -	420	292 7 0
480	Hoddlesden - N. 11	171 0 0	73	23 7 6
			84	59 7 8
469	Holcombe - Ch. 6	- - -	126	78 4 8
486	Holker - N. 6	- - -	29	16 12 6
477	‡Hollinbank, Evening - B. *a*		137	70 9 10
466	Hollins Green Ch. 11	- - -	51	23 19 6
475	Hollins - W. 2	- - -	153	85 4 8
475	Hollinwood - B. 10	- - -	*d* 99	43 18 11
			128	47 3 4
475	Hollinwood - N. 5	*180 0 0	268	177 9 2
	" - "	22 8 0		
477	Hollymount, B. *See* Rawtenstall.			
482	Hoole - - N.	200 0 0		
474	Hooley Hill W. 6	- - -	184	56 0 0
485	‡Hornby - N.			
468	Horwich - N. 2	- - -	99	50 4 0
467	Howe Bridge (Atherton) Ch. 1	- - -	47	27 6 6
471	Hulme, Ch. Ch. B. 11	- - -	174	93 10 10
471	Hulme, Operatives' - 5	- - -	337	179 19 10
471	Hulme, Radnor Street - W. 10	- - -	258	128 3 0
471	Hulme, St. Gabriel's - Ch. 2	- - -	131	62 15 4
			15	4 17 6
471	Hulme, St. George's - N. 12	- - -	348	189 2 0
471	Hulme, St. John the Baptist's N. 2	902 0 0	513	300 5 2
471	Hulme, St. Mark's - Ch. 3	428 2 9	244	117 0 10
			37	13 2 6
471	Hulme, St. Mary's - N. 11	- - -	405	237 8 10
471	Hulme, St. Michael's - Ch. 11	620 0 0		*b*
471	Hulme, St. Paul's - N. 11	- - -	259	137 19 0
471	Hulme, St. Philip's - N. 1	2,400 0 0	616	312 5 8
			47	12 17 6
471	Hulme, St. Stephen's - N. 4	643 10 0	374	159 8 5
			52	13 3 9
471	Hulme, Holy Trinity - N. 1	*208 0 0	469	261 9 0
			17	7 15 10
471	Hulme, Wilmot Street, Free - 1	- - -	159	95 2 8
			37	13 14 2
468	Hulton, Little St. John the Baptist - N. 2	- - -	106	43 3 10
			30	8 11 8
474	Hurst - - N. 10	384 0 0	141	70 17 4
474	Hurst - - B. 7	- - -	173	105 7 6
474	Hurst Brook, St. James' N.	694 12 6		
479	Hurst Green N.	60 0 0		
479	Hurst Green R. 3	- - -	121	66 11 8
463	Huyton and Roby - Ch. 1	- - -	107	52 3 0
465	Ince - - N. 12	452 2 6	319	155 3 4
			44	21 6 8
			142	58 13 2
465	Ince - - W. 1	- - -	17	7 17 6
462	Ince Blundell R. 3	- - -	89	6 15 0
465	Ince in Makerfield, Hall of Ince N. 3	- - -	189	90 16 6
			18	6 6 8
484	Inskip - - N. 5	125 0 0	66	48 9 6
469	Irwell or Bury (Peel Street) N.	*225 0 0		
	" Moor"	75 0 0		
468	Kearsley Ch. 6	357 10 0	123	62 12 2
			22	7 0 0
462	Kensington (Fairfield) N. 5	574 5 0	300	151 14 4
472	Kersall, St. Paul's - N. 3	- - -	113	68 5 2
			11	3 17 6
468	Kersley, New Jerusalem - B. 1	- - -	185	88 19 6
			30	11 11 8
462	Kirkby - N. 4	- - -	62	30 11 8
462	Kirkdale Industrial - U.			
462	Kirkdale, St. Aidan's - Ch. 11	- - -	267	117 6 0
462	Kirkdale, St. Mary's - N. 10	150 0 0	613	293 5 7
483	Kirkham N. 5	- - -	247	125 7 7
483	Kirkham, The Willows - R. 10	- - -	68	34 2 8
462	Knotty Ash P. 5	- - -	144	58 6 11
463	Knowsley - N. 4	- - -	84	66 10 8
465	Lamberhead Green, Atherton - W. 10	684 0 0		*b*
465	Lamberhead Green - N. 12	270 10 0	220	95 9 5
			54	25 6 8
	Lancashire, East, Union of Institutes:—			
477	Accrington.			
477	Burnley (1).			
478	Burnley (2).			
478	Crawshaw Booth.			
477	Haslingden.			
478	Nelson-in-Marsden.			
477	Newchurch-in-Rosendale.			
478	Padiham.			
478	Padiham, Literary.			
477	Rawtenstall.			
485	Lancaster - B. 6	*150 0 0	49	16 7 8
	" - "	11 11 11		
485	Lancaster, Boys - N. 5	120 0 0	520	283 19 5
485	Lancaster, Girls and Infants N. 5	140 0 0	332	173 14 9
485	Lancaster - R. *c*			
485	Lancaster, St. Anne's, Girls and Infants N. 6	- - -	265	135 12 2
485	Lancaster, St. John's - N. 6	244 1 3	208	102 5 10
			14	4 8 4
485	Lancaster, St. Thomas' - N. 6	924 13 4	442	254 12 0
464	Lathom, St. James' - N. 2	260 0 0	99	61 8 8
482	Lea - - R. 5	250 0 0	37	20 18 10
485	Leck, Boys - Ch. 6	- - -	28	12 0 0
474	Leesfield - Ch. 5	- - -	379	205 1 2
			158	54 16 8

a School extinct.
d For two years.

b Due, but not paid.

c Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
474	Lees Zion, Methodist New Connexion - 3	- - -	255 71	146 3 2 30 15 10
467	Leigh - - N. 3	325 0 0	157 70	77 4 0 23 18 4
467	Leigh - - B. 9	- - -	80	40 10 2
467	Leigh - - W. 9	- - -	99	50 4 5
467	Leigh, Lately Common - N.	45 0 0		
471	Levenshulme N. 11	494 0 0	142	74 1 6
468	Leverbridge N. 4	- - -	182	105 14 10
468	Lever, Little N.	209 0 0	130 67 186 45	66 0 7 25 17 9 112 2 4 23 15 10
468	Lever (Little) N. 12	- - *a*		
481	Leyland - N. 2 " - "	*232 0 0 70 0 0	122	59 2 2
486	Lindale (in Cartmel) - Ch. 6	*50 0 0	76	40 14 4
486	‡Lindale (in Marton) - N.			
462	Litherland - R. 3	- - -	58 10	28 9 4 3 8 4
462	Litherland, St. Philip's - Ch. 3	308 0 0	91	46 17 6
476	Littleborough N. 6	170 0 0	92 17	61 1 8 5 5 10
461	Liverpool, Akbar Float Frigate Reformatory.			
461	Liverpool, All Saints' N. 5	854 13 4	323	126 7 2
462	Liverpool, Beaufort St., Free - 2	- - -	185 97	45 7 11 20 18 2
461	‡Liverpool, BlackstockSt., Our Lady - R. 1	- - -	178	95 8 4
461	Liverpool, Bond Street Ragged - 11	- - -	223 22	102 8 10 7 0 0
462	Liverpool, Brunswick (Prescot Street) - W. 11	1,220 13 0		*b*
461	Liverpool, Caledonian Free 11	- - -	253	130 4 0
461	Liverpool, Ch. Ch. - N. 7 " " - "	*337 0 0 17 6 8	211	56 3 5
461	Liverpool, Cranmer (Vauxhall Road) - W. 11	1,779 0 0	323	134 0 6
461	Liverpool, Edge Hill Reformatory.			
462	Liverpool, Harrington B. 11			*b*
461	Liverpool, Hibernian - B. 7	418 0 0		*b*
461	Liverpool, Holy Cross R. 2	1,200 0 0	527 126	226 12 1 33 14 8
461	Liverpool, Hope St. - B. 12	- - -	417 61	224 19 0 20 7 6
461	Liverpool, Jordan St. W. *c*			
461	Liverpool, Moorfields, Old Church N. 5	1,063 0 0	312 11	138 19 2 3 10 10
462	Liverpool, Mount Carmel - R. 2	- - -	251	115 17 0
461	Liverpool, Mount Pleasant - B. 11	- - -		*b*
461	Liverpool, Mount Vernon Green, Girls' Reformatory.			
461	Liverpool, North (Bond Street) - N. 5	92 6 8	291	104 10 6
461	Liverpool, Practising - R. 1	- - -	152	98 13 4
461	Liverpool, Prince Edwin Street - B. *c*			
462	Liverpool, Ragged Industrial.			
461	Liverpool, Russell St., Welsh Charity - 7	- - -	349 80	160 6 10 36 0 0
462	Liverpool, Shaw Street Pres. 6	- - -	58	20 14 2
462	Liverpool, St. Alban's - R. 2	- - -	718	386 13 2
461	Liverpool, St. Andrew's N. 5	- - -	226	101 15 10
462	Liverpool, St. Ann's (Edgehill) - R. 2	826 15 5	441	267 15 10
461	Liverpool, St. Anthony's - R. 2	- - -	925	470 2 1
462	Liverpool, St. Augustine's N. 6 " " - "	*300 0 0 951 15 0	388	177 18 10
461	Liverpool, St. Augustine's R.	- - -	198	37 2 3
461	Liverpool, St. Barnabas' - N. 7	831 1 0	196	92 18 5
461	Liverpool, St. Bartholomew's N. 7	413 10 0	157	58 18 6
462	Liverpool, St. Bride's N. 5	*625 0 0	369	183 10 6
461	Liverpool, St. Catherine's N. 5	*200 0 0	252	130 12 6
462	Liverpool, Edgehill, St. Catherine's N. 6	318 0 0	178	112 6 5
461	Liverpool, St. Columba's Ch. 10	- - -	127	56 18 0
461	Liverpool, St. Elizabeth's Reformatory - R.			
462	Liverpool, St. Francis Xavier's - R. 2	1,223 0 0	924	475 0 7
462	Liverpool, St. George's Industrial - R.			
461	Liverpool, St. Helen's - R. 1	- - -	606	322 10 0
462	Liverpool, St. James' (Toxteth Park) N. 5	314 13 4	282 17	131 19 0 4 14 2

a For two years.

b Due, but not paid.

c School extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, St. John's - N. 10	352 10 0	203	95 15 10
			89	22 14 2
462	Liverpool, St. John's (Toxteth Park) N.	*450 0 0	469	207 5 10
462	Liverpool, St. Jude's - N. 7	- - -	18	5 0 0
461	Liverpool, St. Luke's - N. 5	*190 0 0	305	136 4 4
	" - "	24 16 0	35	21 0 2
461	Liverpool, St. Mark's N. 7	800 0 0	246	99 0 7
461	Liverpool, St. Martin's - N. 7	650 0 0	67	26 11 0
462	Liverpool, St. Mary's Edge Hill Ch. 7	1,500 0 0	574	280 2 6
			13	3 12 6
461	Liverpool, St. Mary Magdalene Ch. 7	- - -	163	76 7 7
461	Liverpool, St. Mary's R. 2	1,017 0 0	611	304 19 0
461	Liverpool, St. Matthew's Ch.	- - -	392	201 17 2
461	Liverpool, St. Nicholas' - R. 1	- - -	246	127 4 5
			63	14 6 7
462	Liverpool, St. Oswald's - R. 2	- - -	299	130 10 5
			52	18 0 0
461	Liverpool, St. Paul's - Ch. 7	- - -	225	104 12 0
462	Liverpool, St. Paul's (Prince's Park) - N. 11	899 5 0	621	315 10 8
			67	37 15 10
461	Liverpool, St. Peter's R. 1	- - -	507	273 8 10
			756	389 16 4
461	Liverpool, St. Saviour's - N. 11	2,277 0 0	36	11 10 0
		a	783	408 5 6
461	Liverpool, St. Silas - Ch. 5	- - -	28	7 11 8
			261	88 9 5
461	Liverpool, St. Silas, Free Ch. 11	- - -	275	111 2 3
461	Liverpool, St. Simon's N. 11	700 0 0	331	140 8 3
		a	333	137 0 10
461	Liverpool, St. Thomas' - N. 4	- - -	50	28 10 8
			21	12 5 10
462	Liverpool, St. Thomas' (Mount Vernon) - R. 1	10 0 0	395	208 1 8
462	Liverpool, St. Thomas' (Toxteth Park) - N. 5	937 0 0	318	134 8 5
461	Liverpool, St. Thomas' and St. William's (Edgar St.) R. 2	- - -	624	259 16 10
			27	0 0 4
461	Liverpool, St. Titus - - N. 9	534 17 8	432	197 15 4
461	Liverpool, Soho St. Ragged.			
461	Liverpool (South), Cornwallis Street - N. 5	42 3 4	244	95 4 4
462	Liverpool, Stanley, Congregational - 7	- - -	108	26 10 3
461	Liverpool, The Friends, Free B. 11	- - -	—	*b*
			—	*c*5 0 0

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Liverpool, Toxteth - B. 12	- - -	240	106 6 9
462	Liverpool, Toxteth Park, Hyslop Street, Girls' Mission 11	- - -	264	122 11 4
462	Liverpool, Toxteth Park, Girls' Industrial Ragged.			
462	Liverpool, Toxteth Park Reformatory.			
462	Liverpool, Toxteth Park, Holy Trinity - Ch. 7	949 0 0	257	105 6 10
462	Liverpool, Toxteth Park, Holy Trinity, Ragged - 9	- - -	323	130 17 8
461	Liverpool, Trinity - Ch. 11	- - -		*b*
461	Liverpool, Vauxhall, All Souls' - N. 11	1,453 0 0	222	96 15 8
			18	2 5 0
461	Liverpool, Vauxhall Road, Eng. Pres. 1	- - -	39	9 11 0
462	Liverpool, Windsor, St. Clement's - N. 9	1,025 18 9	630	289 19 2
			43	11 12 6
462	Liverpool, Windsor St. W. 1	720 12 6	509	267 12 8
461	Liverpool, Workhouse U.			
482	Longridge - B. 3	- - -	72	14 18 2
			25	6 12 9
482	Longridge - N. 10	287 19 3	213	123 18 11
			72	20 4 1
471	Longsight, St. John's - N. 3	497 10 0	194	111 13 2
			19	6 5 10
471	Longsight - W. 12	- - -	208	94 15 8
486	Lowick - Ch. 6	277 0 0	127	69 17 0
467	Lowton, Parish - Ch.	130 0 0		
467	Lowton, St. Mary's - N. 6	- - -	146	89 7 8
			134	10 13 4
464	Lydiate - Ch. 2	- - -	99	55 3 10
464	Lydiate - R. 3	140 10 0	45	26 8 10
483	Lytham, St. John's - Ch. 5	277 7 6	131	69 5 6
483	Lytham, St. Peter's - R. 10	- - -	81	38 17 10
464	Maghull - N. 4	80 0 0	124	52 8 4
471	Manchester, All Saints' Ch. 3	- - -	230	111 1 3
473	Manchester, All Souls' - N. 11	364 0 0	221	124 7 8
473	Manchester, Ancoats (Chalmer's), Mill St. Pres. 12	- - -	423	241 6 4
			179	60 15 10
473	Manchester, Ancoats, Lyceum - B. 4	- - -	130	92 18 8
473	Manchester, Ancoats (Piercy St.) Pres. *d*			
473	Manchester, Ancoats, St. Alban's R. 10	- - -	233	121 7 0
			99	44 2 6

a For two years. *b* Due, but not paid. *c* Paid under Article 90[1] (2). *d* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
473	Manchester, Ancoats, St. Andrew's - N. 12	*300 0 0	298	155 11 4
	" " - "	907 0 0		
473	Manchester, Ancoats, St. Anne's - R. 10	- - -	433	223 9 8
			119	42 5 10
471	Manchester, Birch, St. James' - N. 3	- - -	155	103 4 4
473	Manchester Buxton St., Infants - 4	- - -	123	72 15 2
473	Manchester Cathedral - N. 1	*400 0 0	264	127 3 6
	" " - "	36 0 0		
473	Manchester, Cathedral Charity, Girls 11	27 4 8	54	*a*
473	Manchester (Cheetham Hill Rd.) Jews' 3	- - -	315	190 9 6
473	Manchester (Cheetham Hill) - W. 11	- - -	183	120 15 4
471	Manchester, Emden St., Dom. Mission 5	- - -	155	79 18 10
473	Manchester, Free 3	- - -	342	195 6 8
473	Manchester (Granby Row) - N. 11	200 0 0	537	267 12 6
471	Manchester (Hyde Road), St. Matthew's N. 4	- - -	336	156 0 6
473	Manchester, Lever St. - W. 11	- - *c*	109	51 18 6
			112	60 3 10
473	Manchester, Lower Mosley St. - B. 11	*820 0 0	705	395 1 4
473	Manchester, Marshall St. B. 10	- - -	635	293 14 6
473	Manchester, Miles Platting, Institute - B. 10	- - -	427	256 14 8
			53	15 9 2
473	Manchester (Miles Platting), St. John's - Ch. 11	- - *c*	288	152 3 8
			40	11 3 4
			320	154 17 10
			37	11 7 6
473	Manchester, New Jerusalem Church 11	- - -	658	378 2 0
473	Manchester, Newtown, Ashley Lane 1	- - -	98	41 11 8
			15	3 10 10
471	Manchester, Rusholme Road - - W. *b*			
473	Manchester, Ragged, Industrial, and Reformatory Ardwick Green.			
473	Manchester and Salford Ragged and Reformatory.			
473	Manchester, St. Alban's N. 11	- - -	201	119 15 10
471	Manchester, St. Alphonsus' R. 10	- - -	175	97 16 4
471	Manchester, St. Andrew's Pres. 5	- - -	36	19 11 2
473	Manchester, St. Andrew's Baird St. - N. 12	- - -	124	57 18 9
473	Manchester, St. Anne's - N. 11	571 0 0	137	66 14 4
			136	66 3 2
473	Manchester, St. Augustine's R. 10	- - -	769	391 13 6
			186	64 6 8
473	Manchester, St. Barnabas' - N. 1	1,153 18 4	355	191 4 6
473	Manchester, St. Catherine's N.	654 0 0		
473	Manchester, St. Chad's - R. 10	620 0 0	702	367 13 4
			70	24 16 8
473	Manchester, St. George - B. 6	- - -	32	12 2 6
473	Manchester, St. James' - N. 1	700 0 0	182	35 0 0
473	Manchester, St. John's - N. 2	66 0 0	355	173 4 2
473	Manchester, St. Jude's - N. 1	- - -	293	142 9 10
			21	7 17 6
473	Manchester, St. Luke's, Cheetham Hill - N. 2	- - -	106	68 0 10
473	Manchester, St. Luke's, Cheetham Hill, Infants - N. 2	505 0 0	82	42 18 6
470	Manchester, St. Margaret's, Cranbrook St. N. 1	- - -	182	82 2 0
473	Manchester, St. Mark's, Cheetham Hill - N. 1	263 18 4	215	119 13 8
473	Manchester, St. Mary's R. 10	460 0 0	247	90 11 6
			64	25 5 0
473	Manchester, St. Matthew's N. 1	461 2 6	240	133 15 4
473	Manchester, St. Michael's - N. 3	780 13 4	176	79 5 8
			28	12 16 8
473	Manchester, St. Patrick's - R. 10	- - -	517	246 6 0
			173	50 4 2
473	Manchester, St. Paul's (Bennet St.) - 2	- - -	140	66 13 4
			137	37 14 2
473	Manchester, St. Paul's (Turner Street) - 2	- - -	37	15 13 1
473	Manchester, St. Peter's, Oldham Road Ch. 4	- - -	175	97 16 6
			20	6 1 8
473	Manchester, St. Philip's, Bradford Road - Ch. 11	874 7 0 *c*	459	256 0 4
			470	258 18 4
471	Manchester, St. Silas' - - N.	612 0 0		
471	Manchester, St. Stephen's - Par.	701 2 0		
473	Manchester, St. Thomas' (Redbank) N. 2	531 0 0	232	131 4 6
471	Manchester, St. Wilfred's - R. 10	- - -	584	372 12 10
			173	57 7 6
473	Manchester, St. William's - R. 10	- - -	321	132 0 0
473	Manchester, York Street, St. Augustine's R. *d*			

a Refused under Article 52 *d*. *b* School closed. *c* For two years.
d Now a department of Manchester, St. Augustine's R.C.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
478	Marsden, Gt. N. 3	250 0 0	191	117 0 0
			43	15 10 9
478	Marsden, Little - N.	*100 0 0		
	" "	6 19 0		
478	Marsden, Little Lomeshaye, Undenoml. 5	346 6 10	260	154 17 11
			87	31 9 1
481	Mawdsley - N.	85 0 0		
481	Mawdsley - R.	223 0 0		
481	Mawdsley - W. 6	- - -	31	19 2 2
473	Mayfield - B. 11	- - -	211	125 6 2
480	Mellor Brook N. *a*	*110 0 0		
464	Meols, North P. 9	1,000 0 0	328	142 3 2
484	Michael's, St., on Wyre - N. 5	- - -	94	52 14 4
468	Micklehead Green - B. 5	- - -	56	24 10 4
482	Middleforth Ch. 11	- - -	105	55 10 0
475	Middleton - N. 3	321 0 0	230	142 15 11
			86	22 3 4
475	Middleton, Barrowfields N. 3	135 0 0	156	82 7 10
			52	14 16 2
475	†Middleton, Infants - N.			
475	Middleton, New Jerusalem - 1	- - -	174	127 0 8
475	Middleton, Trinity - N. 3	- - -	105	59 6 6
			66	27 6 8
473	Miles Platting, Hulme Hall Lane - W. 9	- - -	125	62 7 6
476	Milnrow - N. 6	570 0 0	219	133 15 10
476	Milnrow - B.	90 0 0		
476	Milnrow, Newhey, Ch. *See* Newhey, N.S.			
482	Moor Park - W. 4	- - -	173	94 0 2
			36	10 8 4
475	Moorside - Ch. 5	- - -	136	99 5 2
463	Moss Bank - N. 1	303 0 0	79	33 2 1
			19	7 10 10
474	Mossley, St. George's - N.	465 0 0		
474	Mossley, St. Joseph's - R. 11	- - -	79	33 15 7
			48	16 18 4
473	Moston - N.	174 0 0		
477	Musbury - N. 4	- - -	137	90 17 4
			20	6 1 8
478	Nelson in Marsden, Infants - - 3	- - -	103	45 16 8
486	Newbarns - Ch. 6	- - -	71	29 2 8
464	Newburgh (Ormskirk) N. 3	- - -	113	68 0 6
			10	3 18 4
468	New Bury (Bolton) - N. 3	- - -	219	113 8 8
			88	42 6 8
477	Newchurch, Mechanics' Institute - B. 2	- - -	131	64 14 7
			95	27 8 5
477	Newchurch in Rossendale - - N. 4	- - -	166	111 19 2
467	Newchurch, near Warrington - Ch. 4	- - -	83	36 9 2
			58	20 18 4
476	Newhey - N. 6	207 0 0	129	80 3 4
482	Newsham, St. Mary's - R. 5	- - -	37	14 2 4
473	Newton Heath, All Saints' (No. 1) - Ch. 4	913 13 4	208	110 8 8
			28	9 15 0
473	Newton Heath, All Saints' (No. 2) - N. 4	254 6 8	126	62 3 10
			39	10 7 6
473	Newton Heath, All Saints', (No. 3) - N. *b*			
473	Newton Heath - W. 9	- - -	201	112 17 8
466	Newton in Makerfield, Crowe Lane, Infant - N. 6	- - -	44	24 6 0
466	Newton in Makerfield, St. Peter's - N. 6	1,216 0 0	138	52 17 6
			14	4 13 4
476	Norden - N. 6	128 0 0	109	58 3 6
			70	28 1 1
462	North Shore N. 10	- - -	135	56 1 0
476	Oakenrod - 6	- - -	108	72 8 4
			56	18 13 4
480	Oakenshaw - W. 5	- - -	130	81 3 10
			41	16 11 9
475	Oldham - B. *c*	*254 0 0		
475	Oldham, New Jerusalem - 6	- - -	168	105 10 4
			41	14 17 6
475	Oldham (St. Domingo Street) - W. 7	- - -	255	140 18 8
475	Oldham, St. James' (Greenacres Moor) N. 4	*165 0 0	279	183 14 2
		58 10 0		
475	Oldham, St. Mary's Parish Church 4	1,000 0 0	424	229 11 8
			83	32 0 10
475	Oldham, St. Marie's - R. 11	1,451 0 0*d*	356	190 16 2
			244	99 6 8
475	Oldham, St. Peter's - N. 4	*588 0 0	405	210 9 2
		650 0 0		
475	Oldham, York Street - Ch. 4	- - -	151	70 8 10
			14	5 11 8
471	Openshaw - N. 3	165 6 4	185	87 1 6
			70	31 8 4
471	Openshaw - W. 1	- - -	255	168 8 10
			62	22 18 4
466	Orford, Endowed - 9	12 0 0	101	47 5 4
464	Ormskirk - N. *e*			
464	Ormskirk, United Charity - 3	342 3 4	468	222 15 10
465	†Orrell, St. James' - R.			
480	Oswaldtwistle, Belthorne, and Daisy Green - 4	*96 0 0	36	21 15 2
		479 0 0	12	6 5 0
480	Oswaldtwistle Busk - - 4	*93 0 0	195	129 1 0
		45 0 0	61	23 17 6
480	Oswaldtwistle, Cabin End - N. 4	*120 0 0	127	86 2 4
		523 0 0		
480	Oswaldtwistle, New Jerusalem - - 3	- - -	41	18 19 4
480	Oswaldtwistle, Newlane - N. 4	232 10 0	99	69 7 6
			41	13 7 6

a School closed. *b* School temporarily closed. *c* Removed from inspection. *d* For two years.
e School abandoned.

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	LANCASHIRE—*cont.*			
480	Over Darwen, Belgrave - B. 12	- - *a*	189	106 13 7
			192	115 3 2
480	Over Darwen, Bolton Road B. 9	- - -	174	92 6 0
480	Over Darwen, Lower Chapel - B. 9	- - -	56	33 15 0
			215	113 17 0
480	Over Darwen, Trinity - N. 11	*200 0 0 *a*	37	12 5 10
	" "	792 8 0	287	178 19 8
			79	29 9 2
472	Paddington, St. Paul's - N. 9	448 0 0	424	232 16 6
			32	9 18 4
472	Paddington, St. Paul's 2nd Infant N. 9	- - -	200	100 1 4
466	Padgate - N.	150 0 0		
478	Padiham Ch. 3	- - -	174	93 14 10
			78	23 18 4
478	Padiham - 3	465 0 0	108	59 4 10
478	Padiham - B. 3	- - -	153	95 13 0
			24	7 13 4
478	Padiham W. 3	- - -	253	167 13 4
			94	29 0 0
474	Park Bridge (Leesfield) Works - 5	- - -	92	51 1 10
			21	7 0 10
465	Park Lane (Ashton-in-Makerfield) R. *b*			
463	Parr - N. 12	386 16 8	163	72 16 2
463	Parr, Brookfield - Ch. 2	214 8 0	133	60 7 8
470	Patricroft, HolyCross - R. 11	- - -	81	41 11 6
470	Patricroft, Mechanics' Institute - B. 10	326 2 8	220	109 0 4
			22	8 11 8
463	Peasley Cross, HolyTrinity N. 1	240 17 9	163	76 16 2
468	Peel, St. Paul's - Ch. 7	- - -	199	95 17 0
			52	19 11 8
465	Pemberton Colliery - N. 2	- - -	110	57 18 8
			7	2 14 2
465	Pemberton (Goose Green) N.	*30 0 0		
472	Pendlebury, Ch. Ch., Boys and Infants N. 10	287 10 0	251	140 12 2
472	Pendlebury, Ch. Ch., Girls and Infants N. 10	- - -	254	139 16 10
472	Pendlebury, St. John's - Ch. 10	- - -	225	115 16 10
			38	13 5 0
472	Pendleton, St. James' - R. 10	- - -	300	158 3 2
472	Pendleton, St. Thomas' - N. 10	*60 0 0	250	98 7 2
			48	10 8 4
472	Pendleton - W. 3	845 0 0	338	197 6 4
466	Penketh - W. 9	270 0 0	77	51 14 10
467	Pennington, Ch. Ch. - N. 3	- - -	66	38 9 5
			15	4 2 6
486	Pennybridge N. 7	*70 0 0	80	39 2 4
	"	244 2 4	9	2 14 2
480	Pickup Bank N. *c*			
469	Pilkington - B. 3	- - -	236	135 13 8
			24	6 15 0
484	Pilling - N. 5	483 0 0	146	87 3 4
469	Pimhole - Ch. *c*			
469	Pits-o'-th'-Moor - W. 9	- - -	242	152 18 10
			58	21 15 0
480	Pleck Gate, St. John's - N. 12	- - *a*	113	71 2 2
			106	53 13 5
465	Poolstock - Ch. 12	- - -	270	125 19 4
483	Poulton-le-Fylde - R. 10	- - -	74	37 16 0
485	Poulton-le-Sands - N. 6	740 0 0	217	96 19 11
			44	15 5 4
462	Prescot - R. 5	- - -	134	51 2 7
482	Preston, All Saints' - N. 10	466 5 0	469	249 4 8
482	Preston, Central - N. 10	- - -	282	152 16 8
482	Preston, Ch. Ch. - N. 10	*105 0 0	354	212 6 6
	" "	1,142 0 0		
482	Preston (Croft St.) - W. 4	- - -	179	114 4 4
			32	10 14 8
482	Preston, Emmanuel Infant N. 11	339 5 0	208	94 19 0
482	Preston, Grimshaw Street B. 4	- - -	203	92 12 11
			164	56 1 6
482	Preston, United Methodist Free Church Ch. 4	517 0 0	118	64 4 8
			37	13 2 6
482	Preston, St. Augustine's R. 9	- - -	325	111 17 1
			132	44 14 8
482	Preston, St. Ignatius' - R. 9	- - -	892	465 13 2
482	Preston (Upper Walker Street) - R.	320 0 0	118	40 10 0
482	Preston, St. James' - N. 10	501 0 0	389	214 4 8
482	Preston, St. Joseph's - R. 9	- - -	248	123 0 6
			44	17 18 4
482	Preston, St. Luke's, Infants - N. 10	187 13 8	168	73 15 2
482	Preston, St. Mark's - N. 10	- - -	351	210 17 2
482	Preston, St. Mary's - N. 10	*250 0 0	528	317 2 8
	" "	244 0 0		
482	Preston, St. Mary's St. W. 4	- - -	112	56 17 9
482	Preston, St. Paul's - N. 11	361 9 2	555	315 3 2
			29	10 9 2
482	Preston, St. Peter's, Boys - N. 11	222 0 0	652	410 14 2
482	Preston, St. Peter's, Girls and Infants N. 11	1,177 12 0		
482	Preston, St. Thomas' - N. 10	483 0 0	520	260 5 8
			181	61 12 6
482	Preston, St. Thomas', Infants - N.			
482	Preston, St. Wilfred's - R. 9	80 0 0		*d*
				*e*5 0 0
482	Preston, The Talbot - R. 9	- - -	809	407 9 3
			183	62 2 2
482	Preston, Holy Trinity - N. 10	657 13 4	208	130 11 5
			14	4 2 10
473	Prestwich - N. 3	- - -	245	152 6 8
473	Prestwich (Rooden Lane) - B. 3	250 0 0	157	90 3 8
485	Quernmore - N. 6	*35 0 0	40	23 10 6
	"	92 5 0	11	3 17 6
469	Radcliffe, Bank Top - Ch. 6	450 0 0	70	35 1 4
	" " "		33	12 0 10

a For two years. *b* School extinct. *c* School closed. *d* Due, but not paid.
e Paid under Article 90[1] (1).

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Radcliffe, Black Lane Ch. 6	- - -	117 21	71 6 2 8 4 2
469	Radcliffe Bridge, St. John's - N. 7	212 0 0	325 81	219 14 4 27 19 2
469	Radcliffe Bridge - W. 5	- - -	362 29	205 15 0 11 7 6
469	Radcliffe Hall - - N. 6	*405 0 0	217	137 12 10
469	Radcliffe, St. Thomas' - Ch. 7	- - -	197 29	112 7 6 12 12 6
469	Radcliffe - W. *a*	130 0 0		
463	Rainford (at Crank Hill) N. 4	117 0 0	51	17 13 3
463	Rainford, St. Helen's - N. 4	209 5 0	167	55 19 5
463	Rainhill - N. 5	175 0 0	163 29	77 15 4 9 14 2
463	Rainhill (Boys) R. *b*			
463	Rainhill (Girls) - R. 5	- - -	58	32 13 4
469	Ramsbottom, New Jerusalem - - 5	- - -	65 9	33 1 0 2 17 6
469	Ramsbottom, St. Paul's Ch. 2	- - -	190 51	113 12 4 19 15 10
463	Ravenhead Colliery - N. 1	- - -	95	35 8 11
463	Ravenhead (British Plate Glass Company's) 7	- - -	274 36	122 7 7 12 3 4
484	Rawcliffe Hall - - N. *b*			
477	Rawtenstall N. 4	*200 0 0	189 86	137 16 2 43 6 8
477	Rawtenstall Branch - N. 4	- - -	82 19	47 0 4 8 0 10
477	Rawtenstall (HollyMount) B. 2	- - -	185	112 3 6
477	Rawtenstall, The Irwell - B. 2	- - -	151 20	89 15 0 7 8 4
477	Rawtenstall W. 2	- - -	181 33	116 11 4 14 2 6
478	Read (in Whalley) - N.	*60 0 0		
452	Reddish, Albert - - B. 6	- - -	103	82 5 2
473	Rhodes - Ch. 3	390 10 8	164 19	68 3 5 7 7 6
475	Rhodes, Print Works - B. 1	- - -	117	82 11 4
482	Ribchester - N. 4	- - -	39	23 2 2
482	Ribchester, St. Peter and St. Paul - R.			
480	Rishton - R. *a*			
480	Rishton, St. Peter's - N. 1	- - -	119 21	74 18 6 5 2 6
480	Rishton - W. 5	- - -	142 33	96 14 4 13 7 6
467	Risley - Pres. 2	148 0 0	62	38 16 0
463	Roby, Infant Ch. 6	- - -	34	18 7 10
476	Rochdale - B.	*250 0 0		
476	Rochdale, Clover St. - B. 1	- - -	73	37 18 6
476	Rochdale, Falinge, St. Edmund's Ch. 5	- - -	248 43	142 8 2 16 15 10
476	Rochdale, Lower Place W. 2	- - -	292	150 8 8
476	Rochdale - P. 5	188 0 0	404	287 0 0
476	Rochdale, St. Alban's, Girls N. 5	636 0 0	201	114 14 2
476	Rochdale, St. Chad's - N.	431 0 0		
476	Rochdale, St. James' - N. 5	- - -	223 55 263	117 7 4 17 7 6 140 3 2
476	Rochdale, St. John's - R. 11	- - - *c*	80 281 167	41 11 8 140 16 7 59 1 10
476	Rochdale (St. Mary's District) - N. 5	35 13 6	212 302	117 12 8 178 6 4
476	Rochdale, St. Patrick's - R. 11	- - - *c*	174 277 175	87 11 8 137 12 6 73 7 7
476	Rochdale - W. 2	- - -	369 37	168 17 6 12 9 2
478	Rough Lee - B. 5	- - -	39	29 5 0
475	Royton, St. Paul's - N. 5	15 0 0	259 53	136 9 6 18 19 2
475	Royton - W. 2	- - -	172 50	96 4 8 14 16 8
471	Rusholme, Fallowfields 11	- - -	70	20 0 3
471	Rusholme - W. 1	- - -	56	14 11 2
471	Rusholme, Trinity - Ch. 12	598 15 0	191 17	105 8 10 6 12 6
474	Ryecroft - B. 7	- - -	272 27	173 1 4 7 7 6
479	Sabden - B. 5	- - -	141	87 1 10
	‡Salem, Moravian.			
480	Salesbury - N. 5	240 0 0	41	8 4 4
472	Salford, Adelphi, Infant R. 11	- - -	112	64 18 6
472	Salford (Broughton Road) - W. 3	- - -	229 75	127 18 2 23 12 6
472	Salford, Ch. Ch. N. 2	- - -	374 33	188 0 0 13 9 2
472	Salford (Ellor Street) - B.	*200 0 0		
472	Salford (Gravel Lane) - W. 3	" 50 0 0 - - -	506 75	290 16 8 33 10 10
472	Salford (Great George Street) Model - N. 12	468 0 0	375	182 8 0
472	Salford, Hope Chapel, Congregational 7	- - -	204	45 9 3
472	Salford, Indust. Ragged.			
472	Salford (Mount Carmel) - R. 10	- - -	318	173 3 6
472	Salford, New Jerusalem Ch. 11	- - -	387	218 7 0
472	Salford, Mount Street Pres. 11	- - -	175	64 3 8
472	Salford (Chapel Street) Pres. 11	- - - *c*	132 184	58 18 6 64 0 6
472	Salford, St. Bartholomew's N. 12	437 0 0 *c*	273 44 259	133 0 2 9 6 8 90 16 0
472	Salford, St. Bartholomew's, The Egerton Ch. 2	824 7 6	488	230 14 2
472	Salford, St. John's - R. 11	- - -	442 121	225 4 8 37 14 2
472	Salford, St. John's, Male Infant - R. 11	- - -	181	101 12 6

a School closed. *b* Removed from inspection. *c* For two years.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
472	Salford, St. Matthias' - N. 2	500 0 0	511	261 1 0
472	Salford, St. Peter's, Greengate - R. 11	475 0 0	320	181 8 2
			134	45 18 4
472	Salford, St. Philip's, Infants - N. 4	- - -	143	71 9 4
472	Salford, St. Simon's - N. 4	1,109 0 0	190	88 7 2
			17	6 7 6
472	Salford, St. Stephen's - N. 4	- - -	229	124 19 8
472	Salford, St. Stephen's, Infants - Ch. 4	- - -	157	82 5 8
472	Salford, Trinity Ch.			
472	Salford, Woodbine St. Bible Christian S. 9	- - -	129	52 19 2
472	Salford, Working Men's College - 2	- - -	251	150 8 0
			32	9 11 8
482	Samlesbury - N.	*120 0 0		
466	Sankey Chapel N. 10	27 0 7	76	33 2 8
486	Satterthwaite and Rusland N.	100 0 0		
464	Scarisbrick Ch.			
484	Scorton - B. 6	- - -	32	6 3 3
485	Scotforth - N. 6	50 0 0	35	8 8 8
462	Seaforth - Ch. 11	259 0 0	*a*	
468	Sharples, Messrs. Ashworth's B. 9	- - -	45	95 3 0
475	Shaw - - N. 5	*200 0 0	198	138 11 8
	" - - "	96 5 0	84	31 10 0
475	Shaw - - W. 4	- - -	137	73 18 10
476	Shawforth, Branch - N. 6	- - -	31	9 17 6
			75	40 9 0
			29	11 19 2
476	Shawforth (Bacup) - W. 1	- - -	148	74 19 2
			14	4 11 8
465	Shevington - Ch.			
476	Shore - - Ch. 6	- - -	44	33 14 4
			19	5 0 10
469	Shuttleworth N. 6	335 0 0	126	81 13 2
			35	12 12 6
485	Silverdale - N. 6	87 0 0	49	36 15 0
483	Singleton - Ch. 5	- - -	55	40 3 10
485	Skerton, St. Luke's - N.	*120 0 0		
	" "	30 0 0		
476	Smallbridge, St. John's - N. 6	*200 0 0	283	181 4 4
468	Smithill's Deane N.	60 0 0		
481	South Hill (Whittle-le-Woods) - R. 4	424 0 0	68	35 8 10
464	Southport - B. *b*	*60 0 0		
464	Southport, Ch. Ch. - N. 10	*57 0 0	318	148 7 4
	" "	315 0 0		
464	Southport, St. Mary's - R.			
464	Southport, St. Paul's - N. 10	128 0 0	335	148 9 4
464	Southport (Talbot Street) W. 1	- - -	221	100 12 10
464	Southport, Holy Trinity - N. 10	1,147 15 0	188	c33 2 9
			192	68 12 0
			21	6 0 10
483	Southshore - N. 5	80 0 0	60	28 8 0
476	Spotland - N. 6	*166 0 0	246	136 6 7
	" - "	438 9 1	81	29 12 6

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Stand - - N.	*270 0 0		
469	Stand, Infant, Independent - 12	- - -	76	42 15 6
465	Standish, Grammar - N. 12	- - -	179	76 3 10
462	Stanley, St. Anno's - N. 11	610 0 0		*a* d5 0 0
486	Staveley (in Cartmel), Endowed -	32 0 0		
477	Stonefield - N. *e*	*60 0 0		
470	Stretford - N. 2	566 17 6	228	153 18 8
			49	6 2 6
470	Stretford - W. 1	- - -	66	26 14 2
477	Stubbin's Congregational Church 2	- - -	73	48 4 6
			21	5 14 2
476	Stubbylee, St. Saviour's Ch. 6	- - -	159	87 18 8
			55	21 0 10
			147	96 2 2
469	Summerseat W. 9	- - -	19	6 5 10
463	Sutton - N. 11	588 15 0	311	160 7 6
			25	8 10 10
463	Sutton, St. Anne's - R. 10	197 10 0	200	103 6 6
			19	6 4 2
463	Sutton, St. Joseph's - R. 5	803 18 9	247	118 11 7
			77	25 14 2
470	Swinton - Ch. 2	- - -	387	289 10 10
			15	7 7 9
470	Swinton, Industrial - U.			
470	Swinton, Girls - Pres. 4	- - -	91	45 9 2
470	Swinton - W. 5	- - -	229	122 9 2
478	Symonstone N.	*52 0 0		
464	Tarleton - N. 5	*120 0 0	63	26 17 5
464	Tarleton (The Holmes) - N.	166 0 0		
475	Thornham - N.	*100 0 0		
485	Thurnham - R. 6	- - -	35	21 16 0
480	Tockholes - N.	50 0 0		
495	Todmorden - N. 4	510 10 0	172	90 11 8
495	Todmorden, St. John's - B. 7	- - -	167	106 7 0
			74	27 16 8
495	Todmorden Shade - Ch. 4	- - -	76	32 11 6
475	Tonge-cum-Alkrington N. 3	301 16 8	258	146 9 8
			33	13 0 10
469	Tottington Mill - B. 7	- - -	67	51 15 6
			18	7 1 8
469	Tottington, St. Anne's N. 7	*189 0 0		
469	Tottington, St. John's Free Ch. 6	- - -	32	4 12 1
			38	14 5 10
469	Tottington - W. 7	- - -	225	155 17 4
			113	45 0 10
478	Towneley, Infants - - R. 3	- - -	177	96 14 10
477	Townsendfold, Primitive Methodist - 2	- - -	78	49 4 0
478	Trawden - N.	140 0 0		
477	Tunstead - N. 4	*110 0 0	156	95 2 10
			59	20 14 2
480	Turncroft, St. John's - Ch. 11	- - -	219	137 8 0
			36	14 0 2
468	Turton - Ch. 3	- - -	157	93 12 2
			54	19 1 8
467	Tyldesley - Ch. 4	948 0 0	442	236 4 2
			12	4 3 4
481	Ulneswalton N.	35 0 0		
486	Ulverstone - N. 7	*150 0 0	530	235 3 4
	" - "	124 4 6		

a Due, but not paid. *b* School extinct. *c* For two years. *d* Paid under Article 90[1] (1).
e School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
486	Ulverstone - W. 6	- - -	97	56 11 8
469	Unsworth, St. George's - N. 6	452 0 0	113	55 10 2
469	Unsworth - W. *a*			
465	Upholland, Grammar - 12	- - -	76	34 15 6
			8	4 5 0
465	Upholland, Lord Crawford's Ch.			
465	Upholland, Girls - - N. 12	198 0 0		*b*
465	Upholland Moor - N. 12	108 5 4	88	39 7 8
470	Urmston Ch. 2	225 12 0	86	61 10 3
486	Urswick - Ch. 6	- - -	47	18 13 4
470	Walkden Moor N. 12	- - -	388	248 0 9
			29	10 3 4
469	Walmersley, Ch. Ch. - N. 6	*150 0 0	117	74 0 6
			31	11 7 6
482	Walmer Bridge B. 4	- - -	113	68 7 2
			24	6 6 8
468	Walmsley - N.	*200 0 0		
	„ - „	150 0 0		
462	Walton Breck, Trinity - N. 2	420 10 0	309	155 0 4
482	Walton, Higher Ch. 11	- - -	152	108 19 4
482	Walton-le-Dale N. 10	*300 0 0	213	150 12 8
	„ „	149 0 0		
462	Walton-on-the-Hill - - N. 11			*b*
476	Wardle - N. 6	270 0 0	96	47 9 8
			25	8 5 10
476	Wardle - W. 2	- - -	106	68 14 0
			48	18 6 8
466	Wargrave - N. 10	588 5 1	210	96 1 2
466	Warrington B. 10	532 10 0	191	104 2 8
466	Warrington, Caird St. - B. 10	- - -	43	12 4 1
466	Warrington, Heathside (St. Pauls' and Trinity - N. 11	442 0 0	473	286 17 2
			66	27 3 4
466	Warrington, Model - P. 10	*500 0 0		
	„ - „	31 0 0		
466	Warrington, Girls, and Infants, Model N. 10	676 10 0	542	258 9 5
466	Warrington, St. Alban's, Boys - R. 5	- - -	151	82 13 4
466	Warrington, St. Alban's, Girls and Infants - R. 5	639 0 0	201	114 8 1
466	Warrington, St. Ann's Ch. 10	415 0 0	225	84 7 1
466	Warrington, St. Paul's, John Street, Infants - Ch. 11	239 7 6		*b*
466	Warrington, Holy Trinity (Bank Quay) Ch. 11	100 0 0		*b*
469	Warth Mills B. 7	- - -	74	51 5 6
			30	9 13 4
485	Warton, Girls and Infants B. 6	- - -	64	30 5 10
483	‡Warton, Parish Grammar.			
475	Waterhead - N. 5	316 10 9	219	142 0 0

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
474	Waterloo (Ashton-under-Lyne), Methodist New Connexion - B. 12	- - -	70	33 7 0
			17	5 9 2
462	Waterloo, Ch. Ch. - N. 5	211 0 0	123	56 7 1
462	Waterloo - W. 1	- - -	194	79 13 10
462	Wavertree, Infants - B. *c*			
462	Wavertree, St. Bridget's - N. 9	- - -	63	25 7 0
462	Wavertree, St. Mary's Ch. 9	- - -	79	37 3 10
462	Wavertree (Trinity) - Ch. 9	506 1 3	276	153 13 4
483	Wecton - N. 5	- - -	58	33 0 2
			20	6 0 0
480	Wensley Fold N.	245 0 0		
475	Wernerth, Elementary - B. 7	- - -	125	75 2 10
			79	28 7 6
483	Westby, St. Anne's - R. 10	- - -	59	28 3 4
462	West Derby - P. 10	1,567 16 0	308	159 5 10
			14	5 5 0
462	West Derby - U.			
468	West Houghton P. 4	612 0 0	178	105 7 10
			40	13 8 4
468a	West Houghton, Daisy Hill, Infants - N.	43 0 0		
467	Westleigh Mill - N. 2	- - -	186	98 12 2
			23	7 15 10
467	Westleigh - N. 2	- - -	169	102 17 8
			30	10 10 0
479	Whalley - N. 4	*40 0 0	68	38 2 6
	„ - „	183 0 0	13	4 19 2
468	Wharton Pres. 10	- - -	107	33 18 2
481	Wheelton - N.	50 0 0		
481	White Coppice N.	75 0 0		
485	Whittington, Boys - - N. 6	- - -	30	9 10 0
485	Whittington, Girls - - N. 6	- - -	57	37 19 6
481	Whittle-le-Woods N. 2	*53 0 0	93	41 4 2
	„ - „	77 10 6	58	23 8 4
476	Whitworth - N. 6	- - -	136	75 14 10
463	Widnes - W. 7	- - -	175	82 7 8
463	Widnes Dock N. *c*	30 0 0		
463	Widnes Dock, St. Mary's - N. 10	235 0 0	379	166 11 9
			61	22 5 10
463	Widnes Dock, St. Marie's R. 5	302 10 0	247	118 5 7
465	Wigan, All Saints' - N. 11	248 0 0	130	43 13 3
			10	1 17 10
465	Wigan, Beech Hill - - Ch. 11	- - -	63	32 17 0
465	Wigan, Blue Coat - - N. 11	513 10 0		*b*
465	Wigan, New Jerusalem - B. 10	- - -	157	36 4 0
465	Wigan - Pres. 10	120 0 0	124	47 11 2
465	Wigan, St. Catherine's N. 11	*450 0 0	337	141 15 8
			39	14 9 2
465	Wigan, St. George's - N. 11	*306 0 0	169	74 5 0
465	Wigan, St. John's - R. 4	144 13 4	458	243 15 8
			98	46 1 0
465	Wigan, St. Joseph's - R.			
465	Wigan, St. Mary's - R. 4	126 11 6	246	115 11 2
			52	20 6 8

a School closed. *b* Due, but not paid. *c* School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
465	Wigan, St. Patrick's - R. 4	920 0 0	498	266 9 10
			56	31 10 0
465	Wigan, St. Thomas' - N. 12	578 8 0	299	124 1 2
			40	16 16 8
465	Wigan - - W. 10	1,644 0 0	153	77 2 8
			63	*a* 20 19 3
			280	138 18 4
463	Windle - 2	- - -	36	13 15 0
468	Wingate, St. John's - N. 4	47 15 0	149	33 1 2
			15	6 9 2
471	Withington, St. Paul's - N. 3	232 10 0	141	57 1 0
481	Withnell Mill W. 2	- - -	80	35 13 8
480	Witton, St. Mark's - N.	204 0 0		
482	Woodplumpton N. 5	226 17 6	75	44 13 4
			17	5 11 7
478	Wood Top (Habergham Eaves) - N. 2	197 0 0	143	29 0 8
463	Woolton, Little N. 10	187 0 0	209	48 4 9
463	Woolton, Much N. 6	360 0 0	308	149 16 0
463	Woolton - R. 3	- - -	218	123 17 6
470	Worsley - N. 2	- - -	260	210 12 9
470	Worsley, Edgefold, Infants N. 2	- - -	44	33 8 8
470	Worsley, Ellenbrook, Inft. N. 2	- - -	85	66 18 3
			49	30 15 0
470	Worsley, Roe Green, Inft. N. 2	- - -	34	21 19 11
478	Worsthorn - N. 3	- - -	163	102 2 4
			87	27 4 2
485	Yealand, Conyers - - N. 6	76 0 0	47	25 14 6
485	Yealand, Conyers - - B. 6	- - -	62	29 17 3
			11	3 10 11
	LEICESTERSHIRE.			
416	Anstey - Ch. 6	- - -	100	40 0 2
414	Appleby - B. *b*			
408	Arnesby - N. 6	77 10 0	51	6 7 1
			5	0 6 3
418	Asfordby - Ch. 6	- - -	82	42 16 2
			7	2 15 10
414	Ashby-de-la-Zouch - N. 4	*250 0 0	291	141 4 2
	" "	60 0 0	18	6 10 6
414	Ashby-de-la-Zouch, Endowed Grammar - - 4	- - -	150	
408	Ashby Magna Ch. 2	- - -	46	22 5 2
			18	6 3 4
411	Aylestone - N. 5	75 0 0	37	6 7 4
414	Bardon Park B. *c*			
416	Barkby - P. 3	- - -	62	31 3 4
443	Barkestone - N. 5	- - -	63	4 10 0
416	Barrow-upon-Soar - Ch. 5	200 0 0	116	52 1 10
412	Barwell - Ch.			
416	Belgrave - N. 3	*60 0 0	124	58 19 8
	" - "	326 0 0	51	19 7 6
415	Belton - - N. 3	82 0 0	56	23 13 10
416	Birstall - N. 3	165 0 0	76	41 19 0
			76	36 16 6
411	Blaby - - N. 5	128 13 6	20	5 18 4
414	Blackfordby N.	20 0 0		
427	Bottesford - N. 5	418 3 0	86	34 11 10
	LEICESTER—*cont.*			
409	Bowden, Great N. 6	*60 0 0	78	*d*
418	Branstone - N.	70 0 0		
444	Breedon-on-the-Hill - N.			
408	Broughton Astley - N. 7	95 0 0	54	28 5 4
418	Buckminster N.	40 0 0		
412	Burbage - N. 6	- - -	133	71 16 0
			47	16 15 10
412	Burbage - W. 9	- - -	64	28 19 2
410	Burton Overy N. 7	- - -	51	21 5 4
444	Castle Donnington - P. 3	620 0 0	206	112 9 6
414	Coalville - N. 3	*70 0 0	107	44 7 5
	" "	120 0 0		
414	Coalville - B. 9	- - -	206	117 0 0
427	Croxton Keyrial - N.	75 0 0		
418	Dalby, Old - B. 9	- - -	86	67 8 5
444	Diseworth - Ch. 2	190 0 0	48	21 5 0
412	Earl-Shilton N. 7	389 14 0	184	92 18 2
			20	4 18 4
418	Eaton - - P.			
418	Edmondthorpe N. 6	- - -	49	19 17 4
411	Enderby - N. 7	411 0 0	113	54 2 10
			55	15 14 2
409	Fleckney - Ch. 4	- - -	54	30 14 6
			14	4 1 8
418	Frisby-on-the Wreak - N. 6	121 5 9	47	32 1 1
408	Gilmorton - N. 6	120 0 0	105	46 10 5
			19	6 0 8
411	Glenfield, Mixed N. 7	- - -	62	28 2 8
			24	7 1 8
410	Glenn, Great Ch. *e*			
414	Grace Dieu - R. 5	- - -	143	77 18 0
414	Griffydam - W. 9	*349 16 8	95	38 8 2
413	Groby - - Ch. 7	- - -	68	33 15 6
418	Harby - - N.	290 0 0		
415	Hathern - N. 3	254 0 0	101	56 11 6
414	Heather - N.	40 0 0		
412	Higham-on-the-Hill - N. 6	*46 0 0	63	25 8 4
	" "	125 9 6		
412	Hinckley - N. 6	- - -	213	92 0 6
			43	12 19 2
412	Hinckley, Congregational 9	- - -	60	28 13 8
			24	10 11 8
412	Hinckley, Holy Trinity - N.	220 0 0		
418	Hose - - N. *c*	80 0 0		
414	Hugglescote N. 3	272 10 0	84	41 0 6
414	Hugglescote, Baptist - 9	- - -	52	25 7 8
414	Hugglescote and Donington - - N.	*51 0 0		
410	Humberstone N. 3	- - -	63	24 8 5
			10	3 13 4
409	Husband's Bosworth - N. 6	405 0 0	85	42 6 0
			17	7 0 10
413	Ibstock - N. *e*			
413	Ibstock - B. 9	143 5 0	95	60 0 8
444	Kegworth - N. 3	133 0 0	128	63 11 2
409	Kibworth Beauchamp N. 7	147 0 0	81	36 18 4
408	Kilworth, North - N.			
408	Kilworth, South - N.	*40 0 0		
	" "	77 0 0		

a Due 1869. *b* School extinct. *c* School closed. *d* Refused under Article 51 *a*.
e Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount. £ s. d.
	LEICESTER—*cont.*			
408	Kimcote - N.			
411	Kirby Muxloe Ch. 5	- - -	58	29 10 2
			16	6 8 4
411	Knighton - N. 5	45 0 0	64	27 9 8
427	Knipton - N. 5	- - -	89	56 3 0
419	Knossington Ch. 4	- - -	40	20 15 4
417	Leicester (Archdeacon Lane), Infants - B.	*100 0 0		
417	Leicester, Central County, St. Nicholas' N. 11	- - -	331	151 5 0
417	Leicester, Ch. Ch. - - N. 12	185 12 6 *a*	212	44 0 0
			188	79 18 2
417	Leicester (Great Meeting) - C.	- - -	515	272 18 4
417	Leicester (Hill Street) - B. 9	*750 0 0		
	" " "	235 0 0	832	448 14 2
417	Leicester, Humberstone Road - - W. 9	- - -	217	104 18 6
417	Leicester, Kent and Conduit Street Ch. 11	- - -	242	107 4 0
417	Leicester (Knighton Street) N. 11	- - - *a*	249	105 4 10
			225	97 15 2
417	Leicester, Paradise Row, Inft. 11	- - -	104	43 19 0
417	Leicester - U.			
417	Leicester, St. Andrew's - N. 11	485 10 0 *a*	325	143 0 10
			83	25 3 3
			330	151 0 10
			77	25 17 6
417	Leicester, St. Andrew's, Victoria Street - 11	- - -	165	69 8 0
417	Leicester, St. John's - N. 11	- - - *a*	392	160 8 2
			67	17 7 6
			387	188 11 8
			72	16 8 4
417	Leicester, St. Margaret's N. 11	*425 0 0	610	294 11 4
417	Leicester, St. Margaret's, Caroline Street, Infants - N. 11	- - -	128	44 5 2
417	Leicester, St. Martin's - N. 11	- - -	378	155 7 0
417	Leicester, St. Mary's, Old P. 11	- - -	127	35 10 10
			331	133 14 0
417	Leicester, St. Matthew's, Brunswick St. District 10	- - - *a*	29	9 19 2
			86	21 6 4
			140	56 1 0
417	Leicester, St. Matthew's N. 10	237 3 4	542	179 18 10
417	Leicester, Thorpe Street B. 9	- - -	82	24 5 0
415	Loughborough, Emmanuel, Boys - - N. 3	- - -	35	17 10 0
415	Loughborough, Emmanuel, Infants - N. 3	- - -	88	35 14 8
415	Loughborough, Lancasterian 9	411 0 0	211	91 14 4
		163 0 0	423	122 19 2
415	Loughborough R. 5	- - -	42	11 13 4
415	Loughborough W.	*b*	117	62 16 8
409	Lubenham - N. 6	527 0 0	68	31 5

a For two years.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount. £ s. d.
	LEICESTER—*cont.*			
408	Lutterworth (Girls) - Ch.			
409	Market Harborough - N. 6	*100 0 0	201	105 3 4
		109 3 4	28	10 3 4
409	Market Harborough - B. 9	*205 0 0	93	46 16 2
413	Markfield Ch. 5	200 1 3	137	69 19 0
418	Melton Mowbray - - B. 9	- - -	368	203 8 2
418	Melton Mowbray, Free - N. 6	20 0 0	241	92 18 11
418	Melton Mowbray, Inft. Ch. 6	100 0 0	43	8 17 0
414	Mowra - - Ch. *c*			
	Mount St. Bernard, Agricultural Reformatory - R.			
413	Nailstone - N. 5	- - -	53	31 16 6
			9	3 9 2
413	Nailstone, Infants - - N.			
410	Newton Harcourt - Ch. 4	- - -	51	22 12 4
411	Oadby - - N.	220 0 0		
416	Queenieborough - N.	85 0 0		
416	Quorndon - N. 5	*48 0 0		
	" - "	89 10 6	133	75 0 4
416	Rearsby - Ch.			
427	†Redmill - N.			
416	Rothley - N.	*69 0 0		
	" - "	17 3 4		
418	Scalford - N.	20 0 0		
412	Sharnford - N. 6	79 0 0	47	20 5 2
415	Sheepshed - N.	*200 0 0		
	" - "	112 7 11	302	169 5 10
415	Sheepshed - R.			
397	Sheepy Magna N. 2	108 0 0	36	15 19 2
416	Sileby - - N. 5	578 0 0	133	77 8 0
416	Sileby, St. Gregory's - R. *c*			
413	Stapleton - N. *b*	75 0 0		
418	Stathern - N. 7	- - -	49	16 9 3
412	Stoke Golding, Grammar - -	40 0 0		
418	†Stonesby - N.			
414	Swannington N. 4	276 12 0	76	31 5 0
414	Swepstone - N.	40 0 0		
416	Syston - P. 3	- - -	178	83 6 4
409	Theddingworth Chapel - 9	- - -	31	20 12 6
409	Theddingworth Ch. 6	- - -	35	25 8 6
			11	3 12 6
414	Thringstone N.	73 9 4		
411	Thurlaston - N. 7	444 6 0	97	51 7 6
			23	9 5 10
416	Thurmaston N. 3	180 6 0	177	83 5 0
418	Twyford - N. 6	76 0 0	37	9 7 6
418	Twyford - W. 9	- - -	32	17 7 2
418	Waltham-on-the-Wolds N. 4	150 0 0	40	22 10 0
417	Westcotes - Ch. 10	- - -	90	50 17 11
415	Whatton, Long N. 3	- - -	141	43 18 8
414	Whitwick - N.	*45 0 0	106	65 8 8
	" - "	754 19 4	223	110 12 2
411	Wigston, Great B. 9	- - -	21	7 5 10
411	Wigston, Great N. 7	366 17 1	165	94 10 4
			188	102 3 0
416	Woodhouse - N.	*66 0 0	18	6 8 4

c Removed from inspection.

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	LEICESTER—*cont.*	£ s. d.		£ s. d.
416	Woodhouse Eaves - N. 5	118 0 0	140	67 18 8
414	Woodville - N. 4	191 6 8	108	50 4 6
415	Wymeswold N. 2	139 0 0	92	26 8 7
418	Wymondham Ch. 6	- - -	58	26 15 6
	LINCOLNSHIRE.			
430	Alford - - N. 5	194 18 6	294	147 5 10
			23	7 7 11
433	Alkborough N. 4	- - -	52	52 18 3
430	Anderby - Ch. 5	- - -	35	14 4 10
433	Appleby - N. 4	- - -	69	53 13 10
429	Asterby Ac-ham's - Ch. 2	152 10 0	72	35 5 2
428	Bardney, Kitch-ing's Charity 1	- - -	68	*a*
428	Bardney - W. 2	391 0 0	94	47 0 6
442	Barkstone - N.	*50 0 0		
427	Barrowby - Ch. 11	- - -	86	33 14 7
			96	40 11 2
433	Barrow-on-Humber - Ch. 11	- - -	67	30 6 11
433	Barton-on-Humber - N. 10	421 6 8	165	83 0 2
433	Barton-on-Humber - W. 2	616 15 0	210	116 4 2
442	Bassingham N. 1	244 0 0	62	23 18 0
442	Bassingham W. 1	279 0 0	93	58 2 8
432	Bcesby - - N.	15 0 0		
431	Bellcau (and Aby) - - N. 3	165 10 0	96	63 17 4
			10	3 16 8
511	Belton - Ch.	330 5 0		
442	Bennington, Long - N.	243 0 0		
429	Benniworth N. 3	- - -	35	5 4 5
425	Bicker - - N.	72 0 0		
426	Billinghay, and Walcot - N.	221 5 0	65	32 14 0
431	Binbrooke - N.	100 0 0		
426	Blankney - N. 1	- - -	23	11 11 6
434	Blyton - N.	75 0 0		
430	‡Bolingbroke New - - N.			
430	Bolingbroke, Old, and Hareby, Girls N.	65 0 0		
430	Bolingbroke, Old, Mixed N. 5	45 0 0	59	26 15 6
425	Boston - - N.	632 17 8	251	114 3 6
425	Boston - - B. 3	28 19 5	204	110 3 2
425	Boston, East, Infants - 6	- - -	71	35 4 0
425	Boston, St. James', West Church - N. 6	- - -	277	127 11 0
425	Boston - - W. 3	458 7 0	205	115 19 8
433	Bottesford - N. 4	100 0 0	48	23 5 6
422	Bourne (East-gate), Mixed, Infants - 3	- - -	95	35 18 0
428	Bracebridge and Boultham Ch. 11	- - -	67	32 9 4
428	Branston Hall 6	- - -	62	10 1 9
442	Brant-Brough-ton - - W. 1	- - -	39	16 1 4
432	Brocklesby Park - - N. 11	- - -	97	54 15 2
431	Brough-on-Bain - Ch. 12	- - -	39	18 13 9
			32	16 8 2
430	Burgh - - W. 2	219 10 0	53	25 5 10
430	Burgh-le-Marsh N. 5	- - -	101	59 0 7
			22	8 4 5
	LINCOLN—*cont.*	£ s. d.		£ s. d.
427	‡Burton Coggles P.			
434	Butterworth, West - Ch. 4	- - -	54	25 1 4
			9	2 15 10
432	Caistor - N. 2	456 0 0	151	77 1 4
442	Carlton-le-Moorlands N.			
431	Carlton, Little, Infants - N.	90 0 0		
432	Claxby - - N.			
442	Claypole - N. 2	116 5 8	70	31 16 2
432	Cleethorpe - N. 2	349 1 5	111	54 13 8
431	Cockerington N.	42 0 0		
427	Colsterworth N. 2	- - -	84	41 10 3
429	Coningsby - N.	*60 0 0		
429	‡Coningsby - W.			
434	Corringham N. 3	- - -	57	13 10 0
431	Covenham, St. Mary's - N. 2	53 4 10	50	20 10 10
430	Croft - N. 5	- - -	53	28 14 10
175	Croyland - N. 2	- - -	103	46 2 8
422	Deeping, St. James' - N. 2	- - -	102	48 4 4
421	Deeping, West, Charity - Ch.			
428	Doddington N. 1	- - -	27	18 2 0
431	Donington-on-Baine - N.	190 0 0		
426	Dorrington - Ch. 3	- - -	60	25 0 0
428	Dunholme - Ch. 12	- - -	32	18 19 2
			35	21 17 6
428	Dunston - N.	45 6 8		
511	Epworth - N. 4	93 10 0	84	37 7 0
426	Ewerby - Ch. 3	- - -	68	39 12 10
			6	2 0 0
424	Fen (Tydd St. Mary's) - Ch. 7	- - -	22	4 16 3
434	Ferry, West W. 2	- - -	63	40 1 0
428	Fiskerton - N.	278 0 0		
442	Foston - - N.	84 0 0		
430	Friskney - Ch. 6	350 0 0	99	14 5 0
433	Frodingham N. 4	- - -	71	38 7 8
429	Fulletby - N.	115 0 0		
431	Fulstow - Ch. 11	- - -	43	5 12 8
434	Gainsborough, Boys - - N. 5	168 0 0	125	74 2 0
			29	11 12 0
434	Gainsborough, Girls - - N. 5	- - -	58	26 8 0
434	Gainsborough, Infants - N. 5	- - -	123	55 17 6
434	Gainsborough W. 2	250 0 0	103	112 16 6
431	Gayton-le-Marsh - N.	*31 0 0		
424	Gedney, Drove End - - Ch. 7	264 0 0	45	18 16 0
424	Gedney Hill P.	286 0 0		
433	Glandford Brigg N. 4	425 0 0	223	121 9 2
427	Gonerby, Gt. N. 11	- - -	58	24 13 6
423	Gosberton - N.	256 19 4		
433	Goxhill - W. 2	360 0 0	98	54 13 6
427	Grantham - N. 3	1,528 0 0	353	192 17 2
427	Grantham - B. 10	*100 0 0	142	39 8 4
	„ - „	25 11 4	120	*d*
427	Grantham (Brownlow), Infants - Ch. 3	*105 0 0	99	45 12 6
	„ „ „	150 0 0		
427	Grantham, Hurst's Charity *c*			
427	Grantham (Little Gonerby), Infants - N. 3	- - -	165	62 15 2

a Refused under Article 52 *d*. Grant withheld.

b For two years.

c Merged into the N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
427	Grantham, St. Mary's - R.			
427	Grantham (Welby) Infants N. 3	308 0 0		
432	Grasby - N. 3	- - -	144	62 10 6
421	‡Greatford - N.		47	22 16 10
432	Grimsby, Great, Garibaldi Street, Prim. Meth. 2		6	3 8 4
432	Grimsby, Great N. 10	- - -	118	42 0 0
432	Grimsby, Great R.	344 18 9	178	84 6 8
432	Grimsby, Great W. 2		25	8 10 10
433	Gunhouse - N. 4	1,050 0 0	482	270 16 6
426	Hale Magna Ch. 3	- - -	28	3 15 2
433	Halton, East P.	- - -	61	26 13 6
430	Halton Holegate - - N. 5	18 0 0		
428	Harmiston - N. 1	135 0 0	60	39 6 6
432	Hatcliffe - W.	155 7 0	43	22 15 8
429	Hatton - Ch. 11	255 0 0		
434	Haxey - - Ch. 2	- - -	49	16 9 10
426	Heckington N. 6	- - -	56	*a*
428	Heighington, Girls - - N. 5	108 0 0	80	46 5 11
426	‡Helpingham N.			
427	Heydour - N. 1	- - -	21	14 19 6
430	Horsthorpe N. 5	400 0 0	13	4 4 2
424	Holbeach, Girls - - N. 7	75 0 0	70	30 1 1
424	Holbeach, St. John's - N. 7	75 0 0	81	33 12 10
433	Holland, New N. 10	- - -	38	20 16 10
428	Holton-le-Bickering Ch. 12	- - -	102	60 13 6
			18	4 15 0
			16	9 4 0
			17	11 3 0
429	Horncastle - N. 2	46 10 0	211	104 19 10
429	Horncastle - W. 3	787 0 0	45	15 5 10
429	Horsington - N.	197 2 6	166	87 3 6
427	Hough with Brandon and Gelston - P. 1	- - -	63	35 5 0
433	Howsham - B. 2	- - -	48	28 19 6
430	Huttoft - N.	39 0 0		
428	Hykeham, North - Ch. 1	- - -	45	21 10 4
430	Ingoldmells - P. 5	- - -	7	2 2 6
430	Keal, West - N. 5	- - -	34	4 5 0
432	Kelsey, South Ch. 2	- - -	59	36 3 0
			57	29 19 8
434	Kettlethorpe Ch. 2	- - -	5	1 17 6
432	Kirkby-cum-Osgodby - Ch. 3	60 0 0	39	16 4 8
426	Kirkby-la-Thorpe and Asgarby - Ch. 1	106 5 0	27	20 1 6
433	Kirton-in-Lindsey - N.	*67 0 0	58	33 2 10
426	Kyme, North B. 3	- - -	62	29 9 2
426	Kyme, South Ch. 1	- - -	53	28 2 0
432	Laceby - N. *c*			
432	Laceby, Stanford's Charity N. 10		101	*a*
432	Laceby - W. 2	- - -	61	39 13 2
432	Langtoft - Ch. 3	- - -	48	21 2 4
			8	2 11 8
	LINCOLN—*cont.*	£ s. d.		£ s. d.
428	Langworth-in-Newbold, Boulter's - Ch. 11	249 8 0	50	7 9 5
426	Leadenham - N. 3	- - -	75	46 15 6
425	Leake, New and Old - B. 3	360 0 0	49	17 14 8
425	Leake, New - W. 3	180 0 0	62	34 2 0
431	Legbourne - N. 2	80 15 0	104	69 12 4
			16	6 10 0
432	Legsby - - N.	40 0 0		
428	Lincoln - B.	206 0 0		
428	Lincoln, Diocesan Practising - 11	190 2 6	125	53 1 2
428	Lincoln, Miss Cookson's - N. 11	- - -	80	45 1 6
428	Lincoln, North District - N. 11	397 10 0	241	132 13 2
428	Lincoln, St. Martin's - P. 11	388 10 0	161	68 15 7
428	Lincoln, St. Peter's, Central - - N. 11	- - *f*	308	125 15 6
			306	140 16 4
428	Lincoln - W. 2	1,548 6 3	592	361 10 8
432	Linwood - N. 3	- - -	19	13 7 6
432	Lissington - N. 3	160 0 0	46	23 1 10
431	Louth - - N. 2	*205 0 0	364	210 9 4
431	Louth, Trinity - - N. 2	- - -	268	153 2 4
431	Louth - - B. 2	618 0 0	252	151 3 2
431	Louth - - W. 2	620 0 0	149	56 4 6
431	Ludborough, St. Mary's Ch. *d*	150 0 0		
433	Manton - N. 4	155 0 0	31	16 12 8
432	Market-Rasen N. 3	330 19 2	137	78 3 5
			46	15 11 8
432	Market-Rasen, Infant - 3	- - -	100	46 7 9
431	Marsh Chapel N. 3	*60 0 0	78	35 9 2
434	Marton - N.	82 0 0		
433	Messingham N. 4	110 7 10	70	24 16 4
428	Metheringham N. 1	144 5 0	31	17 9 0
428	Metheringham W. 3	- - -	92	40 16 10
422	Morton (Bourn) N. 3	- - -	78	33 17 8
434	Morton (Gainsborough) - N. 5	- - -	88	48 16 4
423	Moulton, Sea's End - - N. 7	- - -	39	10 1 7
428	Navenby - Ch. 1	- - -	54	22 11 5
428	Nettleham - N. 12	399 0 0	116	57 12 10
432	Nettleton - Ch. 11	- - -	54	10 7 2
426	Newton (Folkingham) - Ch. 3	- - -	41	20 6 0
434	Newton-on-Trent - P.			
432	Newton-on-the-Wolds - N.	40 0 0		
428	Nocton - Ch. 1	- - -	44	21 7 4
434	Northorpe - N.	48 0 0		
430	Orby - - N.	*28 0 0		
430	Ormsby and Kelsby - N.			
426	Osbournby - Ch. 3	- - -	123	72 8 6
			16	5 15 0
432	Owersby - P. 3	43 15 0	82	51 2 0
423	Owmby - N, *e*	*36 0 0		
434	Owston - N. 4	81 0 0	100	55 10 10
			33	12 2 6
430	Partney - N. 5	220 0 0	53	8 4 5
423	Pinchbeck, East - - N. 4	140 0 0	134	61 17 0

a Refused under Article 52 *d*. *b* School given up. *c* Amalgamated with Laceby, Stanford's Charity, N.S.
d School closed. *e* Removed from inspection. *f* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
423	Pinchbeck, St. Matthew's - N. 4	- - -	45	20 3 2
423	Pinchbeck, West - - N. 4	- - -	74	31 7 5
428	Potterhanworth - N.	196 0 0		
430	Raithby - Ch.	54 3 9		
426	Rauceby - Ch. 1	- - -	48	14 2 8
428	Repham - Ch.			
431	Reston - P. 3	96 0 0	32	14 10 3
429	Revesby - P. 5	- - -	66	32 3 4
			18	5 0 10
422	Rippingale - Ch. 3	- - -	63	31 9 8
			14	5 5 0
426	Rowston - N.	78 10 0		
433	Roxby-cum-Risby - N. 4	- - -	44	25 8 6
426	Ruskington N. 3	215 0 0	125	60 17 8
431	Saleby - N.	50 0 0		
431	Saltfleetby, Parish - N.	64 0 0		
431	Saltfleetby, West - W. 2	- - -	32	12 18 9
433	Saxby - - N. 4	- - -	33	25 16 0
			8	2 18 4
428	Saxilby - N. 1	180 9 3	87	43 2 10
442	Scarle, North N. *a*			
434	Scottor and Scotton - N. 4	*100 0 0	76	35 8 6
	" "	126 0 0		
430	Skegness - N.			
428	Skellingthorpe N. 1	224 8 0	72	12 16 4
			17	3 18 8
430	Skendleby - N.	60 0 0		
427	Skillington - N. 3	- - -	70	32 5 0
			13	4 2 6
425	Skirbeck, Holy Trinity - N. 6	190 0 0	121	50 2 10
425	Skirbeck, St. Nicholas' - N. 6	110 5 0	64	28 18 6
426	Sleaford, Infants - - N. 7	432 0 0	87	45 0 0
426	Sleaford (Alvey's Charity) - N. 7	227 0 0	119	43 11 6
426	Sleaford - W. 10	242 3 1	144	71 2 6
432	Snitterby - N. 2	- - -	33	14 0 6
431	Somercotes, North - Ch. 2	- - -	86	30 11 4
428	Southrow - Ch.	234 0 0		
423	Spalding - N. 7	561 18 5	267	146 18 0
423	Spalding - B. 3	*180 0 0	160	72 17 2
	" "	116 0 0		
430	Spilsby - N. 5	596 0 0	135	64 9 0
			25	9 14 2
427	Spittlegate - N. 3	89 3 4	143	68 8 10
427	Spittlegate - W. 10	- - -	266	127 16 4
434	Springthorpe Ch. 3	- - -	20	3 14 10
421	Stamford, All Saints - N. 7	- - -	103	42 11 1
421	Stamford, St. George's - N. 7	- - -	97	46 6 4
421	Stamford, St. John's - N. 7	- - -	106	51 14 8
421	Stamford, St. Michael's - N. 7	- - -	162	66 14 9
430	Stickford - N.	93 0 0		
434	Stow (Gainsborough) - N. 4	- - -	55	31 8 6
425	Sutterton - N. 4	193 5 0	50	22 6 4
424	Sutton Bridge, St. Matthew's Ch. 7	300 0 0	16	9 6 6

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
430	Sutton-le-Marsh N. 5	- - -	29	15 17 8
424	Sutton, Long, Girls - - N. 7	- - -	88	40 16 8
424	Sutton, Long B.	*168 0 0		
424	Sutton, St. Nicholas' - N.	84 0 0		
431	Swaby - - N. 3	208 0 0	76	42 2 6
			15	5 7 6
442	Swinderby - Ch. 1	- - -	54	35 7 0
449	Tattershall - N. 2	242 12 0	54	20 10 0
432	Tealby D'Eyncourt.			
429	Tetford - N. 2	- - -	53	31 14 0
429	Tetford - W. 3	57 12 8	39	18 11 0
431	Tetney - - W. 2	318 0 0	46	33 8 0
431	Thoresby, North W. 2	341 0 0	72	33 3 0
426	Timberland - N. 1	66 5 0	45	14 1 4
430	Toynton, All Saints' - N.	100 0 0		
431	Trusthorpe - N. 3	- - -	19	6 5 2
424	Tydd, St. Mary's N.	290 0 0		
421	Uffington - N. 7	- - -	47	9 10 2
430	Ulceby - N. 4	222 2 0	94	45 0 9
428	Waddington Ch. 1	176 0 0	61	25 16 6
430	Wainfleet, All Saints' and Northolme N. 6	351 0 0	123	67 7 0
430	Wainfleet, All Saints' and Northolme, Infants - N.	77 0 0		
430	Wainfleet, St. Mary's - N. 6	- - -	70	35 14 4
			14	5 18 4
430	Wainfleet - W. 2	- - -	40	11 17 6
432	Walesby - Ch. 3	- - -	43	26 14 6
			7	2 7 6
432	Waltham - N. 4	186 10 0	72	35 6 8
432	Waltham - W. 2	380 0 0	63	34 2 2
426	Welbourn - Ch. 3	- - -	93	42 7 2
			15	5 10 10
427	Welby - - N. 1	- - -	38	13 10 0
426	Wellingore - N. 3	45 0 0	71	46 12 4
			11	4 9 2
428	Welton - P. 2	- - -	83	65 16 7
431	Welton-le-Wold N. 3	*25 0 0	44	27 7 6
	" "	275 8 0	9	3 7 6
422	Weston, St. Mary's - N. 7	- - -	49	26 18 0
			6	1 13 4
424	Whaplode Drove - N. 7	61 19 6	46	19 2 6
430	Wildmore Fen, Gipsy Drove - N.	216 0 0		
434	Willoughton N. 3	142 0 0	72	33 1 2
433	Winteringham N. 4	168 0 0	40	17 14 8
433	Winterton - N. 4	*90 0 0	101	76 9 1
	" "	68 4 8		
433	Winterton - W. 2	226 8 0	87	59 15 10
430	Winthorpe - N. 5	- - -	20	12 13 0
431	Withern - N. 2	230 5 0	76	33 5 0
			6	2 10 0
433	Wootton - N. 4	- - -	37	27 16 9
			8	2 8 4
433	Wootton (Ulceby Junction) - W. 2	- - -	26	16 2 0
429	Wragby, Boys Ch. 4	- -	39	*b*

a School closed. *b* Refused under Article 52 *d*. *c* Due, but not paid.

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
429	Wragby, Girls Ch. 12	- - -	*a*	
433	Wrawby - N. 4	158 0 0	75	36 19 2
431	Yarburgh - P.	55 15 6	10	3 3 4
	MIDDLESEX.			
134	Acton - - N. 9	325 15 0	325	157 18 0
134	Acton, All Saints, Infants - Ch. 9	- - -	92	40 15 0
134	Acton, East, Infants - Ch. 9	- - -	36	18 13 0
134	Acton Green, Mixed - Ch. 9	- - -	127	48 6 0
134	Acton - - W. 3	- - -	53	24 17 6
9	Agar Town, Boys - - N. *b*			
9	Albany Street, Little - R. 1	- - -	107	44 11 10
132	Ashford - N. 5	193 6 3	72	32 2 0
3	Audley Street (North), St. Mark's - N. 7	- - -	347	170 9 4
3	Audley Street (South), Grosvenor Chapel N. 10	- - -	108	52 1 0
14	Baldwin's Gardens - N. 4	38 0 0	243 39	127 1 4 14 12 6
18	Baldwin's Gardens, Infants - 4	- - -	66	29 4 10
14	Baldwin's Gardens, St. Bridget's - R. 11	- - -		*a*
9	Baldwin's Place, St. John's - N. *b*			
19	Barbican, St. Giles' (Jacob's Well Court) B. *b*	*150 0 0		
10	Barnsbury, St. Clement's N. 11	685 11 5		*a*
1	Bayswater - N. 6	- - -	433	240 0 2
1	Bayswater, St. Mary's - R.			
1	Bayswater, St. Peter's - N. 2	332 13 9	354	144 3 2
132	Bedfont and Hatton - N. 6	164 15 0	101	52 4 10
21	Bethnal Green (Abbey St.) B. 3	*750 0 0 968 0 0	791	410 6 4
21	Bethnal Green (Approach Road) - W. 10	- - -	274	135 18 4
21	Bethnal Green, Gascoigne Place - - B. 6	766 10 0	260	140 8 6
21	Bethnal Green, Church Row N. 2	256 0 0	402 70	201 8 8 28 13 4
21	Bethnal Green (Club Row), Infants - 2	- - -	83	35 13 2
21	Bethnal Green Good Shepherd, Mape Street - B. 4	- - -	166	78 3 8
21	Bethnal Green (Nova Scotia Gardens) - N. *c*			
21	Bethnal Green (Parliament Street) - R. 3	- - -	140	22 17 7
21	Bethnal Green, St. Andrew's N.	395 0 0		
21	Bethnal Green, St. Bartholomew's - N. 3	1,036 0 0	532	244 2 2
21	Bethnal Green, St. James the Great - N.	424 0 0		
21	Bethnal Green, St. James the Less - - N. 3	1,398 3 0	620	283 8 10
21	Bethnal Green, St. John's - N. 2	693 19 2	277	101 2 10
21	Bethnal Green, St. Jude's - N. 3	500 0 0	359 56	123 0 0 14 0 0
21	Bethnal Green, St. Luke's - N. 3	316 2 6	198	79 9 3
21	Bethnal Green, St. Matthias N. 2	537 10 0	272	130 7 8
21	Bethnal Green, St. Peter's - N. 2	573 9 4	203	69 0 8
21	Bethnal Green, St. Philip's N. 3	636 0 0	224	92 11 10
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N. 3	423 4 0	317	128 9 0
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) N.	400 0 0		
21	Bethnal Green, St. Thomas' N. 3	653 16 0	346	168 0 2
21	Bethnal Green, (Twig Folly) B.	*250 0 0		
19	Blackfriars, St. Andrew's Hill - - N.	142 0 0		
7	Blandford Square, St. Edward's - R.			
7	Blandford Square Reformatory - R.			
12	Bloomsbury (Broad St.), Refuge for Girls.			
12	Bloomsbury, Great Queen St. Refuge.			
12	Bloomsbury N. 3	- - -	366	194 10 8
25	Bow Common (Devon's Road) W. 10	- - -	259	111 12 5
24B	Bow Common, St. Paul's, Mission 10	- - -	171	37 9 1
25	Bow, Tredegar Road - - W. 1	- - -	464	241 14 4
134	Brentford - B. 4	*250 0 0 814 0 0	464	209 10 8
134	Brentford, Central, Ragged 5	- - -	262	97 9 6
134	Brentford, New - - N. 6	*90 0 0 126 10 0	249	118 14 10
134	Brentford, Old - - N.	*85 0 0		
134	Brentford - R.			

a Due, but not paid. *b* School closed. *c* School given up.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
14	Britannia Court, Gray's Inn, Industrial.			
25	Bromley, George St. - B. 11	*125 0 0	144	64 9 8
	" " - "	10 7 0		
25	Bromley, St. Gabriel's, Infants - N. 10	- - -	135	55 15 6
25	Bromley, St. Leonard's - N. 10	357 10 0	509	253 8 6
25	Bromley, St. Michael and All Angels', Boys - - N. 10	- - -	243	129 7 2
			34	7 16 8
1	Brompton - N. 6	470 2 6	193	112 17 4
			19	7 0 10
1	Brompton, Lower Grove, Industrial - R.			
2	Brompton (Marlboro' Square), Boys R. 3	- - -	121	75 0 0
2	Brompton, The Oratory R. 3	- - -	220	120 4 6
1	Brompton, St. Martha's, Reformatory R.			
1	Brompton, West, St. Mary's - N. 1	- - -	94	48 10 8
5	Buckingham Palace, Royal Mews - 4	*100 0 0	35	
16	Bunhill Row, St. Joseph's R. 5	- - -	338	183 18 5
9	Camden Town N. 3	*100 0 0	302	122 18 8
	" " "	525 9 4		
9	Camden Town, Family Home.			
9	Camden Town (Brook St.), Ragged and Reformatory.			
1	Campden Hill, St. George's N. 3	144 13 9	285	142 0 6
134	Central London District (Hanwell), School of Industry.			
7	Charles St., St. Andrew's, School of Industry.			
16	Charterhouse, St. Mary's, Golden Lane, Free - - 9	5,909 0 0	618	228 15 8
			50	14 1 8
16	Charterhouse, St. Thomas' (Goswell Street) N. 9	3,434 14 8		
	Boys' Department, 2nd School, 1st Division -	- - -	228	140 8 0
			73	26 5 10
	Girls' Department-	- - -	195	106 6 4
	Infants' Department -	- - -	95	46 17 6
	Boys' 3rd School - *a*		32	11 10 0
2	Chelsea, Ch. Ch. - - N. 12	557 18 1	380	167 16 0
2	Chelsea, St. Joseph's - R. *b*			
2	Chelsea, St. Jude's - N. 4	297 13 4	149	49 18 6
2	Chelsea, St. Jude's, Ragged.			
2	Chelsea, St. Luke's - P. 5	- - -	639	347 0 8
			19	7 4 2
2	Chelsea, St. Luke's (Arthur Street) N. 5	- - -	114	51 9 10
2	Chelsea, St. Luke's, Infant (Markham Street) Ch. 5	- - -	207	99 2 10
2	Chelsea, St. Luke's, Onslow Dwellings - N. 5	- - -	170	82 2 0
2	Chelsea, St. Luke's, Park Chapel - N. 5	14 6 8	456	209 7 10
2	Chelsea, St. Mark's, Practising - 11	733 0 0	344	153 9 4
2	Chelsea, St. Mary's - R. 3	- - -	92	57 0 0
2	Chelsea, School of Discipline.			
2	Chelsea, Upper, St. Saviour's N. 2	599 10 0	432	176 12 4
2	Chelsea, St. Simon's - Ch. 5	- - -	128	64 0 2
2	Chelsea, Sloane St., Female Home.			
2	Chelsea (Upper), Trinity - N. 12	*63 0 0	483	199 13 8
	"	177 6 0		
134	Chiswick - N. 9	- - -	313	141 8 8
16	City Road, St. Matthew's - N. 11	250 0 0 *c*	162	72 3 10
			164	72 11 10
11	Clapton, St. James's - N. 3	- - -	47	4 17 1
11	Clapton (Upper), St. Matthew's, Infant - Ch. 4.	- - -	75	8 15 10
15	Clerkenwell, Church of the Holy Family - R. 3	- - -	245	168 5 6
			99	33 4 2
15	†Clerkenwell, Lamb and Flag Ragged.			
15	Clerkenwell, St. Mark's - N. 3	- - -	314	140 18 0
			43	15 5 10
15	Clerkenwell, St. Paul's - N. 7	1,083 12 0	241	94 16 6
15	Clerkenwell, St. Peter's District Mission - - 2	- - -	342	131 2 1
15	Clerkenwell, Upper Rosoman Street, St. Peter and St. Paul - R. 11	- - -	50	23 18 10

a School extinct. *b* Removed from inspection. *c* For two years.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
23	Commercial Road, St. Patrick's and St. Augustine's - R.			
13	Covent Garden (Hart Street) - B. 1	*400 0 0	163	72 10 0
	" "	41 6 8		a25 0 0
3	Curzon (St. George's, Hanover Sq. Ch. *See* Mayfair.			
11	Dalston Refuge for the Destitute.			
19	Doctors' Commons, Carter Lane Mission - 11	- - -	88	50 13 4
133	Drayton, West N. 6	471 0 0	140	56 1 4
12	Drury Lane, Charles St. R. 2	3,000 0 0	311	172 3 0
5	Drury Lane, Crown Court Ch. of Scot. 1	500 0 0	361	150 18 0
6	Dufour's Place, Broad Street, St. Edward's R. 2	- - -	370	204 4 4
134	Ealing, St. Mary's and Ch. Ch., Infants - - N. 4	179 17 6	79	35 13 2
134	Ealing - - N.			
134	Ealing - - B. 12	- - -	205	109 18 8
134	Ealing, Girls, Lady Rawlinson's Charity.			
7	Edgware Road, John Street, Trinity - *b*			
137	Edmonton - Ch. 7	- - -	111	32 14 8
137	Edmonton, Lower - B. 7	- - -	71	29 4 8
137	Edmonton, Upper, St. James' - Ch.	118 0 0		
137	Enfield - - N. 7	- - -	197	117 4 5
			24	8 16 8
137	Enfield - B.	*200 0 0		
137	Enfield Highway, St. James' - N. 7	*203 0 0 *c*	214	125 12 8
			22	8 6 8
	" " "	202 12 5	229	114 13 2
			10	3 15 0
137	Enfield Highway, St. James', Girls, Mixed - N. 7	85 0 0*c*	76	34 9 8
			86	42 16 2
137	Enfield, Holly Bush - Ch. 7	- - -	61	14 11 10
137	Enfield (Jesus Chapel), Bull's Cross - N. 7	142 10 0	86	39 18 0
			20	5 8 4
137	Enfield Lock, Government Factory - 7	- - -	191	102 1 4
			27	13 12 6
132	Feltham - N. 5	121 7 6	48	18 8 0
136	Finchley, East End - - B. 6	60 0 0	71	24 10 8
136	Finchley, Mixed and Infants - Cong. 4	- - -	93	63 14 10
			64	23 15 0
136	Finchley, St. Mary's - N. 4	1,058 15 6	98	47 10 0

a Retiring pension. *b* School closed. *c* For two years. *d* School sold and grant repaid.
e Pension only.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
136	Finchley, Holy Trinity, National and Industrial -	610 0 0		
20	Finsbury, St. James' (Curtain Road) - N. 2	600 0 0	230	88 2 0
			31	8 5 10
16	Finsbury, St. Paul's - N.	365 0 0		
16	Finsbury, Whitecross Place, Wilson Street - B.	452 0 0		
16	Finsbury, Whitecross Street, Chequer Alley - W. 7	- - -	85	13 8 8
16	Finsbury (Wilson Street) W.	*d*20 0 0		
14	Fisher Street, Red Lion Square - B.	*334 0 0		
9	Fitzroy Sq. - B. *e*			
136	Friern Barnet N. 7	373 10 0	156	87 2 4
136	Friern Barnet, Cromwell Road - - N. 7	97 6 8	42	15 3 9
1	Fulham, All Saints' - N. 3	150 10 0	327	195 10 2
1	Fulham, St. Mary's, North End - - N.	142 0 0		
1	Fulham, St. Thomas' - R. 4	- - -	280	154 3 9
23	George's, St., in the East, Centenary Chapel - W. 4	- - -	163	90 2 0
23	George's, St., in the East, Ch. Ch. Walburgh St., Lower - Ch. 11	1,239 18 5	527	257 6 10
		c	479	214 14 2
			16	3 6 8
23	George's, St., in the East, Middlesex Society's Charity (Cannon St. Road) - 11	776 4 0	238	106 4 10
23	George's, St., in the East, Mission - Ch.			
23	George's, St., in the East, Pell Street - R.			
23	George's, St., in the East, St. Mary's (Johnson St.), Upper - N. 11	1,078 0 0	455	202 13 8
23	George's, St., in the East, St. Matthew's N. 11	- - -	318	149 17 6
12	Giles', St., in the Fields, Endell Street N. 4	3,000 0 0	820	441 6 10
			25	9 14 2
12	Giles', St., in the Fields, Trinity, Parker Street, Drury Lane N. 5	- - -	147	69 4 0
			47	16 17 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
12	Giles', St., in the Fields, and St. George's Bloomsbury P.			
9	Gray's Inn Road, Cromer Street, New Jerusalem - B. 4	- - -	255	121 14 0
14	Gray's Inn Road, Trinity P. 4	- - -	124	45 8 4
135	Greenhill (Harrow) - N. 5	96 0 0	62	32 0 10
21	Hackney Road, Adelphi Chapel, Gloucester Street - B. 3	- - -	398	202 11 2
21	Hackney Road (Ann Place) B.	240 0 0		
11	Hackney (Pleasant Place), Infants - Ch. 2	59 16 10	238	119 10 4
20	Hackney Road (Weymouth Terrace) - B. 6	976 19 4	533	295 7 4
11	Hackney, St. John's, Free and Parochial 2	56 14 6	273	129 1 4
11	Hackney, South, Charity - N. 2	- - -	166 12	78 12 0 4 15 0
11	Hackney, Trewint Industrial Home.			
11	Hackney, Triangle - - R. 11	- - -	52	26 5 4
11	Hackney, West N. 2	*200 0 0	196	71 19 6
20	Haggerston, Hertford Place B.	*50 0 0		
20	Haggerston, St. Augustine's, Infants Ch. 1	- - -	165	69 6 0
20	Haggerston, St. Mary's - N. 1	*240 0 0 159 0 6	261	104 6 8
20	Haggerston, St. Paul's, Boys and Girls N. 3	- - -	181	53 8 4
20	Haggerston, St. Paul's - N. 1	- - -	194	67 14 8
20	Haggerston, Stonebridge, All Saints' N. 1	407 0 0	181	65 14 1
1	Hammersmith, Asylum of the Good Shepherd Reformatory R.			
1	Hammersmith B. *a*	*150 0 0		
1	Hammersmith, Brook Green, Blyth House Reformatory.			
1	Hammersmith, St. John's - Ch. 3	200 0 0	222	99 9 2
1	Hammersmith, St. Mary's, Practising - R. 2	276 0 0	137	78 13 10
1	Hammersmith, St. Paul's - N. 3	*120 0 0 23 6 8	367 25	134 17 0 8 2 6
1	Hammersmith, St. Paul's, Masborough Road - - N. 3	88 15 0	55	33 2 6
1	Hammersmith, St. Peter's, Boys - - N. 9	391 0 0	102 14	56 11 4 3 16 8
1	Hammersmith, St. Peter's, Girls - - N. 9	- - -	101	36 7 6
8	Hampstead, St. John's - P. 4	1,386 0 0	252	150 15 8
8	Hampstead, Ch. Ch. - N. 4	769 6 0	264	146 13 6
8	Hampstead Family Home.			
8	Hampstead, St. John's Chapel (Downshire Hill) - - N. 4	- - -	171	82 1 10
8	Hampstead, St. Mary's - R. *b*			
8	Hampstead, (West End) N.	110 0 0		
47	Hampton, Girls - - N. 3	- - -	43	10 10 0
47	Hampton, New - - Ch. 3	- - -	113 18	62 1 4 7 10 0
47	Hampton, New, St. James' - N.	62 0 0		
47	Hampton Wick - N. 3	30 0 0	103	54 5 0
47	Hampton Wick, Free *c*			
134	Hanwell - N. 4	829 16 0	200	108 16 0
132	Hanworth - N.	90 0 0		
132	Harlington and Cranford - N. 3	166 0 0	119	35 1 3
132	Harmondsworth N. 11	92 3 9	106 94 *e*	32 11 4 33 11 10
135	Harrow - N. 5	*50 0 0 504 0 0	254	128 2 0
135	Harrow Weald N. 5	305 2 0	157 12	74 19 8 4 11 8
135	Harrow Weald, Wealdstone N.	191 0 0		
14	Hatton Wall, St. Peter - R. 6	- - -	86	25 18 2
9	Haverstock Hill, Boys - R. 5	- - -	63	44 19 4
133	Hayes, Triplett's Charity 6	- - -	81	11 17 0
133	Hayes, Infants - - N. 6	*60 0 0 115 0 0	93	44 3 4
135	Hendon - N. 4	779 0 0	119	*d*5 0 0
135	Hendon, All Saints' (Child's Hill) - - Ch. 4	276 0 0	72	24 7 2
135	Hendon, New Brent Street B. 10	- - -	110	46 15 2
134	Heston, National and Industrial - 6	398 12 6	176	94 13 10

a School extinct. *b* School closed. *c* Removed from inspection. *d* Paid under Article 90[1] (1).
e For two years.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
10	Highbury, Metropolitan Practising - *a*	450 0 0		
10	Highbury Vale, Ch. Ch. - 1	*80 0 0 „ „ 199 15 0	189	83 17 10
10	Highbury - W. 11	- - -	325	174 18 10
137	Highgate - B. 7	- - -	145	65 16 4
10	Highgate, St. Joseph's - R. 5	- - -	136	49 8 2
137	Highgate, St. Michael's - N. 4	2,125 0 0	244	144 18 6
133	Hillingdon and Cowley, Boys - - N. 5	31 6 0	96	47 9 4
133	Hillingdon, Girls and Infants - N. 5	284 2 9	110	42 1 10
133	Hillingdon, St. Andrew's - N. 5	165 0 0	55	24 8 1
18	Holborn, St. Alban's - N. 5	- - -	284	106 6 6
14	Holborn, Hatton Garden, St. Andrew's P. 11	- - -	228	115 4 0
14	Holborn, St. George the Martyr (Theobald's Road) N. 3	642 0 0	118	50 18 8
14	Holborn, St. George the Martyr (Queen Square) - Ch.	577 5 0		
10	Holloway, Our Lady of the Sacred Heart R. 11	- - -	116	70 3 6
9	Home and Colonial Practising, Lower 6	- - -	154	65 9 6
9	Home and Colonial Practising, Upper 6	- - -	178	86 18 8
9	Home and Colonial Model, Mixed - 6	- - -	133	69 1 4
9	Home and Colonial Model, Infants - 6	- - -	152	61 11 6
25	Home in the East Reformatory.			
11	Homerton, Ram's, Episcopal.			
11	Homerton Congl. 5	- - -	76	32 19 6
11	Homerton, Practising - - 5	- - -	446	190 7 0
11	Homerton, St. Barnabas - P. 1	- - -	185	68 13 0
137	Hornsey - N. 4	133 0 0	253	136 10 0
137	Hornsey, South, Milton Congregational - 7	- - -	*b*	
134	Hounslow Heath - N. 6	231 10 0	163 17	70 11 7 4 0 8
134	Hounslow, Infants - - 3	- - -	88	44 7 0
134	Hounslow, Subscription - Ch. 3	- - -	212	121 8 6
20	Hoxton, St. John's - N. 1	886 6 8	642	298 8 4
20	Hoxton, Holy Trinity - P. 1	656 5 0	479 17	210 3 4 4 15 10
25	Isle of Dogs, St. Paul's - N.	189 0 0		
134	Isleworth, St. Mary's - R. 4	- - -	75	41 8 8
134	Isleworth, Woodlands, St. John's - N.			
134	Isleworth, Endowed Charity - Ch. 4	- - -	145	61 7 0
10	Islington, All Saints' - N. 4	548 15 0	456	228 4 2
10	Islington, All Saints' District, Infants and Sunday -	79 0 0		
10	Islington, Chapel of Ease - P. 4	30 0 0	657	350 3 8
10	Islington Reformatory.			
10	Islington, St. Andrew's, Infants - N.			
10	Islington, St. Bartholomew's Ch.			
10	Islington, St. James' (Holloway) - N. 4	*100 0 0 „ „ 1,099 7 6	597	318 0 0
10	Islington, St. John the Evangelist - R. 3	- - -	349	162 9 8
10	Islington, St. John's (Upper Holloway) N. 4	597 18 0	480	246 1 4
10	Islington, St. Jude's - Ch. 11	1,128 0 0*c*	259 321	111 11 11 96 8 3
10	Islington, St. Jude's, Elementary 11	- - *c*	383 395	156 1 0 146 8 10
10	Islington, St. Mary's - N. 4	1,940 8 4	433	213 13 2
10	Islington, St. Matthew's N. 4	- - -	296	144 2 0
10	Islington, St. Matthias' - N. 1	- - -	119	49 12 7
10	Islington, St. Michael's - N. 11	- - -	371	207 2 0
10	Islington, St. Paul's - N. 4	*287 0 0	331	135 14 2
10	Islington, St. Peter's - N. 12	516 0 0	336	157 16 0
10	Islington, St. Stephen's - N. 6	164 3 4	312	142 12 10
10	Islington, St. Stephen's, Infants - N.	375 0 0		
10	Islington, St. Thomas' - N. 4	679 3 9	634 11	320 15 8 3 9 2
10	Islington (South) and Pentonville B. 6	553 0 0	264	154 8 0
10	Islington, Trinity - N. 4	54 0 0	351	189 16 2
10	Islington, Union Chapel - - B. 11	*200 0 0	115	49 2 11
10	Islington, Unity Chapel 10	- - -	46	19 17 6
9	John Street Chapel (Calthorpe St.) B.	*500 0 0		

a School closed. *b* Due, but not paid. *c* For two years.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	‡John's Wood, St., Family Home.			
7	John's Wood, St. - - R. 2	- - -	230	111 13 2
7	John's Wood, St., St. Stephen's N. 4	65 9 0	269	137 0 10
2	Kensall Green, St. John's - N. 6	440 15 0	346	161 16 8
			76	35 8 4
1	Kensington, Ch. Ch. (Gore Lane) - N. *a*	120 0 0		
1	Kensington, Free - - 2	- - -	493	63 19 7
1	Kensington Park Lane - B. *a*	*30 0 0		
1	Kensington Gravel Pits N.	130 0 0		
1	Kensington, (late Hornton Street) - B.	*200 0 0	216	86 12 0
1	Kensington, Jennings' Buildings - -	241 0 0		
1	Kensington, St. Clement's N. 2	336 8 9	212	96 19 6
			29	10 10 10
1	Kensington, St. Barnabas' St. Philip's (Earl St.) - N. 6	287 0 0	335	144 17 2
1	Kensington, Vicarage Place R.			
9	Kentish Town N. 4	846 0 0	391	139 6 4
135	Kenton - N.	33 0 0		
8	Kilburn, St. Mary's - Ch. 4	- - -	127	59 7 1
135	Kilburn, Trinity, Boys - - N. 4	354 0 0	575	293 0 6
135	Kilburn, Trinity, Girls and Infants N.	523 0 0		
135	Kingsbury, The Hyde - 10	- - -	43	17 16 8
132	Laleham - Ch.			
24A	Limehouse, St. Anne's - N. 12	78 10 0	577	259 10 0
24A	Limehouse, St. Anne's, Infants - N. 12	499 0 0	*b*	
24A	Limehouse, St. John's - N. 12	935 1 7	553	279 15 4
			19	4 17 6
24A	Limehouse, St. Peter's Mission - 11	- - -	129	62 10 6
24A	Limehouse - W. 2	336 6 8	224	103 14 6
12	Lincoln's Inn Fields (Gate Street) - R. 2	100 0 0	273	169 6 10
7	Lisson Grove B.			
7	Lisson Grove, St. Paul's (The Bentinck) - 3	1,923 0 0	525	271 7 10
1	Lisson Street (New Road), Destitute Girls' and Industrial Refuge.			
17	London, Aldersgate Ward (Packlington) N. 6	1,400 0 0	182	*c*
17	London (Cripplegate), Chapel St. Unitarian Domestic Mission - 6	- - -	230	136 18 8
19	London, Cripplegate within Ward - 2	- - -	74	*c*
24A	London, East (Johnson St.) R.			
24A	London, East (14, Red Lion Street, Wapping) - - R.			
19	London, East, Shoe Black Society, Refuge and Reformatory.			
17	London, City of, First - 3	- - -	86	35 9 4
19	London, City of, Second (Shoe Lane) - 3	71 10 0	150	51 3 8
17	London, City of, Fourth, (Fire Ball Court), Houndsditch 3	55 6 8	155	58 3 6
18	London (Fox and Knot Court) - B. 11	- - -	29	13 16 5
18	London, Harp Alley - - B. 6	- - -	66	30 13 4
19	‡London, Langbourne Ward N. London, North-west Industrial.			
19	London, North-west Reformatory.			
19	London, Poultry B. 1	- - -	78	42 16 1
16	London, St. Barnabas' (King Sq.) - N.	*250 0 0		
19	London, St. Bartholomew's (Moor Lane) Ch. *d*			
18	London, St. Dunstan's in the West - N. 2	- - -	141	60 6 8
18	London, St. Dunstan's in the West, Fetter Lane, Infant - - 2	- - -	80	34 19 4
19	London, South-east, City, Infant.			
19	London, Tower Ward, Charity.			
1	Maida Hill Industrial Refuge.			
5	Martin's, St., in the Fields (Adelaide Place) - N. 3	60 0 0	542	284 12 2

a School pulled down. *b* Due, but not paid. *c* Refused under Article 52 *d*. *d* Removed from inspection.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
5	Martin's, St., in the Fields, Northern - N. 3	1,834 1 6	371	187 10 8
7	Mary-le-bone, Bell Street, Ragged.			
7	Mary-le-bone, Central - N. 5	2,500 0 0	608	305 1 8
7	Mary-le-bone, Christ's Chapel - - N. 2	*165 0 0 67 0 0	489	234 4 0
7	Mary-le-bone, Ch. Ch. - N. 2	- - -	596 32	311 0 0 11 3 4
7	Mary-le-bone, (Eastern) All Souls', N. and Infants 4	- - -	678 44	304 9 2 11 1 8
7	Mary-le-bone, Grotto Passage, Ragged.			
7	Mary-le-bone, Hampden Gurney N. 4	- - -	552 27	322 9 6 11 5 10
7	Mary-le-bone, Hill Street, Dorset Sq., Reformatory.			
7	Mary-le-bone Lane, St. James' - R. 1	- - -	397	244 18 10
7	Mary-le-bone U.			
7	Mary-le-bone Pres. *a*			
7	Mary-le-bone, Quebec Chapel, Girls' - N. *b*			
7	Mary-le-bone Road - - R. 1	- - -	248	139 5 0
7	Mary-le-bone, St. Andrew's - Ch. 6	- - -	189	49 11 10
7	Mary-le-bone, St. Barnabas, Manning Place - N. 2	- - -	75	37 19 10
7	Mary-le-bone, St. Luke's, Nutford Place N. 4	1,465 0 0	353	187 4 8
7	Mary-le-bone, St. Mark's N. 3	- - -	75	*c*
7	Mary-le-bone, St. Matthew's N.			
7	Mary-le-bone, the Shaftesbury - - N. 2	- - -	115	31 5 1
7	Mary-le-bone, Trinity - N. 5	- - -	562 27	301 12 0 7 0 10
7	Mary-le-bone, Western - N. 3	- - -	507	251 6 6
8	Mayfair Curzon - 10	1,400 0 0	244	86 15 8
14	Metropolitan, West Jews', Red Lion Square - 1	- - -	134	67 11 6
22	Mile End, Latimer Chapel, Bridge Street - B. 2	120 0 0	180	97 14 6
22	Mile End, New Town, Church Street - B. 1	- - -	265	139 8 2
25	Millwall - B.	252 0 0		
25	Millwall, St. Luke's - Ch. 11	- - -	89	33 10 0
136	Mimms, South N. 6	*75 0 0	89	15 9 8
19	Moorfields, St. Mary's - R. 4	- - -	96	50 5 4
7	Moor Street, Edgware Road - - R.			
137	Muswell Hill, St. James' - N. 4	165 0 0	89	47 10 8
1	Norland and Kensington Potteries - N. *a*	150 0 0		
133	Northolt - Ch. 6	87 15 0	39	23 8 6
133	Northwood - Ch. 4	170 0 0	55	25 18 2
1	Notting Dale B. 3	- - -	160	80 3 4
1	Notting Hill, Horbury - B. 2	- - -	261	133 9 2
1	Notting Hill and Kensington - N. *d*	22 2 6		
1	Notting Hill, Pottery Lane R. 3	- - -	99	25 17 2
1	Notting Hill, St. Francis' R.			
1	Notting Hill, St. James' - N. 1	336 11 3	357	171 1 4
1	Notting Hill, St. John's - Ch. 9	687 0 0	442	225 1 0
25	Old Ford, St. Stephen's - N. 10	384 0 0	155	73 15 0
16	Old Street Road, St. Mark's - N. 5	410 0 0	291 33	145 6 6 10 17 6
1	Paddington, All Saints' - N. 6	180 0 0	207	104 19 8
1	Paddington Green, St. Mary's - N. 6	*250 0 0	323	113 15 0
1	Paddington, Harrow Road, Woodfield District - N. *e*			
1	Paddington, Home Reformatory.			
1	Paddington, Ranelagh Road Mission - 4	- - -	167	77 10 8
1	Paddington, St. James' and Ch. Ch. N. 2	927 0 0	446	229 13 10
1	Paddington, St. John's - N. 1	- - -	424 25	165 12 0 8 0 10
1	Paddington, St. Luke's Ch. 2	- - -	152	101 17 4
1	Paddington, St. Mary Magdalene Ch. 9	- - -	303	93 16 8
1	Paddington, St. Peter's Ch. 7	- - -	248	100 2 3
1	Paddington, St. Stephen's N. 2	628 0 0	422 14	226 2 8 5 0 0
1	Paddington, Holy Trinity N. 6	618 10 0	474	290 12 8
1	Paddington, Trinity, St. Paul's Branch - 2	- - -	183	72 7 8

a School extinct. *b* Incorporated into Hampden Gurney Schools. *c* Refused under Article 51*a*.
d Incorporated with Notting Hill, St. John's, N. *e* School sold.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Pancras, St., Ch. Ch. (Upper Albany Street) - N. 4	*320 0 0		
	" " "	245 11 4		
9	Pancras, St., Ch. Ch. (Edward St.) - N. 4	303 18 9	534	254 4 0
9	Pancras, St. - N. 4	- - -	656	305 13 4
9	Pancras, St., (Old) - N.			
9	Pancras, St., Euston Road, Industrial Boys' Home.			
9	Pancras, St., All Saints, (Gordon Sq.) N. 11	1,991 2 8*a*	252	106 9 0
			252	111 17 6
9	Pancras, St., Little Howland Street, St. Charles R. 3	- - -	116	51 9 4
9	Pancras, St., Percy Chapel, The Russell School of Industry *b*	*50 0 0		
	" "	6 10 0		
9	Pancras, St., Regent Square Church, Dutton Street - N. 10	640 0 0	191	73 13 4
9	Pancras, St., St. Anselm's R. 3	- - -	40	15 10 2
9	Pancras, St., St. James' District (Hampstead Road) - 9	- - -	189	76 8 10
9	Pancras, St., St. John the Evangelist's N. 6	3,000 0 0	636	309 8 10
9	Pancras, St., St. Matthew's (Bedford New Town) - N. 7	599 7 6	335	161 12 10
			17	5 4 2
9	Pancras, St., Holy Trinity N. 4	- - -	478	208 0 10
			9	3 14 2
9	Pancras, St., Woburn Chapel - Epis. 9	- - -	218	73 5 9
15	Pentonville, Infants - Ch.			
15	Pentonville, St. Silas', Penton St. N. 10	417 0 0	344	106 2 10
			15	4 0 10
3	Pimlico, Eaton Chapel - N. *b*			
3	Pimlico, Ebury Street, Mixed.			
3	Pimlico, Queen Street, Mrs. Towers' - 6	- - -	96	39 6 4
3	Pimlico, Ranelagh Road - W. 7	- - -	308	161 4 0
3	Pimlico, St. Barnabas' - N. 1	410 0 0	314	126 6 4
3	Pimlico, St. Gabriel's - N. 2	1,102 5 0	561	281 15 4
3	Pimlico, St. Michael's - N. 2	1,063 0 0	577	285 13 10
3	Pimlico, St. Peter's - N. 12	- - -	347	150 17 8
135	Pinner - N. 4	277 14 4	157	100 16 0
25	Poplar, All Saints', Boys N. 2	- - -	162	61 4 0
25	Poplar, All Saints', Infants - N. 2	- - -	149	74 11 8
25	Poplar, Ch. Ch. - - N. 2	630 0 0	255	89 1 6
25	Poplar, Garford St. - Ch. 2	- - -	259	149 13 0
25	Poplar, Hale St. - - W. 4	- - -	231	102 15 6
25	Poplar, Ladies' Charity - 1	- - -	52	19 1 4
25	Poplar, Regent St. - B. 7	- - -	279	*c*
25	Poplar, Northumberland Street, St. Saviour's - N. 1	963 0 10	635	306 0 8
25	Poplar and Blackwall, Free - - B. 4	- - -	463	252 10 9
25	Poplar, St. Matthias, Bow Lane Ch. 11	- - -		*d*
25	Poplar, Wade Street - R. 1	- - -	222	94 18 10
7	Portland (Riding House St., Portland Place) - B. 2	- - -	424	184 19 0
7	Portland Town, Infants - Ch. 6	- - -	248	117 15 2
7	Portland Town, Family Home.			
7	Portman Chapel (East Street), Marylebone - Ch. 4	1,434 6 0	529	275 10 8
7	Portman Square - N. *e*			
7	Portman Square, St. Thomas' N. 5	759 15 0	348	190 7 6
136	Potter's Bar, St. John's - N. 7	- - -	66	42 1 2
12	Queen Street, Great - W. 5	1,700 0 0	278	149 16 4
			23	8 2 6
16	Radnor St. (St. Luke's), City Road - W. 6	*225 0 0		
	" "	937 0 0	577	231 6 2
24A	Ratcliff Cross, St. James' - N.	250 0 0		
135	Roxeth, Ch. Ch. District 5	75 0 0	51	15 16 9
133	Ruislip - Ch. 6	231 5 0	71	34 16 8
14	Saffron Hill, St. Peter's (Onslow Street) - N. 4	187 0 0	340	133 10 2
18	Sepulchre's, St. (Greenhill Rents, Cowcross) - P. 12	- - -	196	77 12 8
			18	3 18 4
18	Sepulchre's, St., Ball's Court, Giltspur St., Boy's - - N. 12	22 10 0	76	33 18 6

a For two years. *b* School closed. *c* Refused under Article 52 *d*. *d* Due, but not paid.
e Incorporated into Hampden Gurney Schools.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
18	Sepulchre's, St., King St., Girls - N. 12	- - -	103	56 8 4
1	Shepherd's Bush, St. Stephen's - P. 3	- - -	136 11	65 15 10 4 19 2
1	Shepherd's Bush, St. Stephen's (Latymer Road) - N. *a*			
132	Shepperton, N. 6	- - -	118	53 10 0
20	Shoreditch, New North Road, Minstern Street W. 2	1,360 0 0	708	337 7 6
20	Shoreditch, St. Leonard's N. 10	125 0 0	197	27 1 4
20	Shoreditch, St. Leonard's, Infants - N. 10	- - -	175	76 5 2
20	Shoreditch, St. Leonard's - U.			
9	Somers Town B. 6	929 17 0	284	129 15 6
9	Somers Town, Ch. Ch. - N. 7	862 0 4	360	107 14 8
9	Somers Town, Grenville Street - - R. 5	- - -	62	29 2 5
9	Somers Town, Middlesex St. - - Pres. 7	- - -	213	102 5 10
133	Southall - N. 5	212 0 0	114 16	53 16 10 3 10 0
133	Southall Green, St. John's - P. 10	- - -	119	30 1 3
137	Southgate, Boys - - Ch. 7	- - -	68 32	*b* 10 1 8
137	Southgate, Girls and Infants - N. 7	- - -	105	37 2 7
137	Southgate - B. 4	- - -	36	22 14 0
22	Spitalfields P. and N. 9	52 10 0	203	67 12 8
22	Spitalfields, Bell Lane, Jews' Free - 2	- - -	1,813	*b*
22	Spitalfields, Booth St., Infants - N. 9	- - -	79	37 2 0
22	Spitalfields, King Edward's - 3	- - -	360	155 13 8
22	Spitalfields, Refuge for Girls.			
22	Spitalfields, St. Ann's (Goulston Street) - R.			
22	Spitalfields, St. Ann's (Hunt Court) R. 3	- - -	350	167 12 4
22	Spitalfields, St. Ann's (Princes Street) - R. *a*			
22	Spitalfields, (Spicer St.), Boys, Free R. 3	- - -	249	143 15 4
21	Spitalfields, Spicer St., Unitarian Domestic Mission - 7	- - -	343	164 1 6
22	Spitalfields, Wood St. - B. 3	515 13 4	161	75 15 7
20	Spital Square, St. Mary's - N. 1	642 15 0	132	33 10 4
134	Spring Grove District - N. 4	884 0 0	127	66 9 6
132	Staines - N. 5	95 6 0	236 15	136 0 0 4 17 6
132	Staines - B. 1	- - -	40	18 0 0
132	Staines, Infant.			
135	Stanmore, Great - N. 5	- - -	120	53 18 8
135	Stanmore, Little - Ch. 5	- - -	64	23 14 6
1	Starch Green B. *a*			
22	Stepney, All Saints' - N. 10	419 7 0	203	85 0 10
24A	Stepney - U.			
24B	Stepney, Red Coat - - N. 10 " - "	*200 0 0 78 13 0	540	262 7 2
24B	Stepney, Redman's Row, Infts. - N. 10	- - -	175	77 19 0
24B	Stepney, St. Paul's - N. 10	1,450 0 0	506	270 19 2
24B	Stepney, St. Peter's - N. 10	50 0 0	320	132 7 6
24B	Stepney, St. Philip's - N. 10	450 0 0	190	108 2 8
24B	Stepney, St. Thomas' - N. 10	1,532 7 1	632	252 13 4
24B	Stepney, Holy Trinity - N. 10	535 5 0	339	181 14 8
11	Stoke Newington - P. 1	- - -	193	93 11 6
11	Stoke Newington - B.	*200 0 0		
11	Stoke Newington - W. *a*			
132	Sunbury - B. *a*	*50 0 0		
132	Sunbury - P. 5	- - -	180	82 18 8
47	Teddington, Public - N. 4	- - -	169	77 5 8
1	Titchbourne Court, Industrial.			
137	Tile Kiln Lane (Southgate) - - N. 7	- - -	47 14	20 2 10 5 16 8
10	Tollington Park, St. Mark's, and Hornsey Rise, St. Mary's, N. and Infant 4	617 11 0	483	222 11 0
137	Tottenham - N. 7	154 12 4	75	13 4 8
137	Tottenham, Asylum, Girls - - B.			
137	Tottenham, Girls - - B. 7	- - -	94	41 17 2
137	Tottenham Green, Industrial - 7	- - -	42	*b*
137	Tottenham, Hanger Lane N. 7	155 0 0	52	32 16 0

a School closed.

b Refused under Article 52 *d*.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
137	Tottenham, Hanger Lane, Hermitage Ch. 7	311 0 0	95	46 6 6
137	Tottenham, High Cross, Trinity District, Infts. - N. 7	93 0 0		
137	Tottenham, Lancasterian.		59	27 6 4
137	Tottenham, Infants - W. 7	- - -	58	25 6 2
137	Trent (East Barnet) - Ch. 6	285 16 0	58	36 8 0
137	Trent, High Stone - Ch.			
4	Trevor Chapel (Knightsbridge) B. *a*			
9	Tudor Place, St. Patrick's (Tottenham Court Road) R. *a*			
134	Turnham Green, Boys N. 9	- - -	81	33 8 0
134	Turnham Green, Infants - - N. 9	100 0 0	125	52 10 2
134	Turnham Green - R. 11	- - -	*b*	
134	Twickenham B. 5	- - -	95	51 2 4
134	Twickenham Common (Archdeacon Cambridge's) N. 4	431 17 6	233	140 4 6
134	Twickenham Common, Infants -	100 0 0		
134	Twickenham. Infants.			
134	Twickenham, Montpelier, Female - Ch. 4	- - -	59	31 0 10
134	Twickenham P. 4	- - -	221	67 5 4
133	Uxbridge - B. 11	*100 0 0*c*	81	36 4 2
			89	47 3 0
133	Uxbridge, St. Margaret's N. 7	- - -	213	115 3 10
133	Uxbridge Moor, St. John's - N.	164 0 0		
1	Walham Green (Fulham), St. John's - N. 3	*175 0 0	327	134 6 8
	" "	442 7 6	55	16 0 10
24A	Wapping (Gravel Lane) - W. 11	- - -	181	98 13 10
24A	Wapping, St. John's - B. *d*	*175 0 0		
135	Wembley - Ch.			
1	Westbourne N. 2	- - -	258	125 2 4
4	Westminster, All Saints', Knightsbridge - N. 2	- - -	170	79 16 6
6	Westminster (Archbishop Tenison's) - N.			
4	Westminster, Blue Coat - N. *a*			
4	Westminster Chapel, Congregational 11	- - -	283	136 7 2
			45	14 5 10
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
4	Westminster, Ch. Ch. (Broadway) N. 2	535 7 0	246	144 8 8
			28	10 15 0
4	Westminster, Coburg Row, Ragged.			
4	Westminster, Dacre Street Reformatory.			
13	Westminster, Greek Street, Soho - - R.			
4	Westminster, National Society's Central - N. *e*			
4	Westminster, National Society's Central (Organizing Masters).			
4	Westminster, Old Pye St., Ragged.			
13	Westminster, St. Anne's (Soho) - N. 2	43 3 4	341	155 7 8
13	Westminster, St. Clement Danes' Charity - - N. *a*			
4	Westminster, St. Edward's R. 4	- - -	112	56 13 2
3	Westminster, St. George's District (Hanover Square) N. 7	- - -	355	167 13 0
3	Westminster St. George's (Hanover Square), United - N. 7	- - -	395	189 9 2
4	Westminster, St. James' the Less (Garden Street) - N. 2	- - -	321	143 19 10
6	Westminster, St. James', Marshall Street - N. 1	- - -	416	199 5 4
			37	12 7 6
				f 20 0 0
6	Westminster, St. James' (Offertory), Swallow Street, Piccadilly - 1	*50 0 0	87	*g*
13	Westminster (Soho), St. John, Baptist Mission.			
4	Westminster, St. John's (Tufton St.) N. 2	*600 0 0	275	109 14 4
6	Westminster, St. Luke's (Berwick Street) - N. 1	*250 0 0	307	127 0 4
4	Westminster, St. Margaret's (Tothill Street) - Ch. 2	1,104 0 0	258	109 9 9
			35	11 10 10

a Removed from inspection. *b* Due, but not paid. *c* For two years. *d* School extinct.
e Children transferred to St. Margaret's Tothill St., N.S. *f* Retiring pension. *g* Refused under Art. 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	MIDDLESEX—*cont.*	£ s. d.	-	£ s. d.
13	Westminster, St. Mary's (Crown St.) (Soho) - Ch. 7	- - -	137	56 13 8
4	Westminster, St. Mary's R. 4	1,000 0 0	463	253 5 4
4	Westminster, St. Mary's (Vincent Square) - N. 3	742 15 0	279	148 14 4
4	Westminster, St. Matthew's (Gt. Peter Street) - N. 3	2,381 0 0	357 51	184 3 4 19 5 10
3	Westminster, St. Paul's (Knightsbridge) - P. 11	- - -	292	140 3 6
6	Westminster, St. Peter's, Great Windmill Street Ch. 5	- - -	148	61 10 6
4	Westminster, St. Stephen's (Rochester Row) - - N. 3	- - -	458 32	256 8 0 11 0 0
5	Westminster, South Molton Lane, Infants - - R. 2	- - -	82	50 1 8
4	Westminster, Holy Trinity (Vauxhall Bridge Rd.) Ch. 3	445 3	280	139 7 4
4	Westminster, Practising W. 11	2,650 0 0	783	408 14 10
136	Whetstone, St. John's - N.	145 18 9		
22	Whitechapel, Charlotte Street, Infant 5	- - -	74	30 8 6
22	Whitechapel U.			
22	Whitechapel Probationary Refuge.			
22	Whitechapel Refuge, Industrial.			
24B	Whitechapel, St. Boniface R. 6	- - -	345	160 5 8
22	Whitechapel, St. Jude's - N. 3	302 0 0	180	79 10 2
22	Whitechapel, St. Mark's - N. 11	478 12 2*a*	245 15 212	100 3 2 6 11 8 89 16 6
22	Whitechapel, St. Mark's, Mixed.			
22	Whitechapel, St. Paul's, Dock St. - Ch. 5	761 13 9	195	60 5 10
22	Whitechapel Society's - N. 3	- - -	369	164 13 6
2	Whitelands (Upper), Model - N. 11	600 0 0		*b*
2	Whitelands (Lower), Practising - 11		192	37 14 6
134	Whitton, Industrial - Ch. 4	397 10 4	81	43 13 0
135	Willesden - Ch.	250 0 0		
135	Willesden, St. Mary's - Ch. 5	- - -	57	19 12 0
37	Winchmore Hill - - N. 7	790 0 0	84	34 3 1
23	Wycliffe Chapel, Philpot Street, Commercial Rd. B.	*150 0 0		
133	Yeading - N. *c*	17 15 0		
	MONMOUTHSHIRE.			
578A	Abergavenny, Boys - - N. 7	350 0 0	160 38	96 5 4 14 1 8
578A	Abergavenny, Girls and Infants - Ch. 7	404 0 0	187	91 16 0
578A	Abergavenny (Our Lady and St. Michael's) R. 6	- - -	84	50 8 4
579	Abersychan - R.			
579	Abersychan Works - N. 7	1,825 0 0	293	144 11 0
578B	Abertillery - N. 7	588 0 0	150 41	42 7 10 9 17 6
578B	Abertillery - B. 10	- - -	153	93 2 11
601	Beaufort - B. 11	- - -		*b*
601	Beaufort, Dr. Bevan's - B. *d*			
580	Blackwood - B. 10	277 6 8	146	56 1 4
578A	Blaenafon, Endowed - N. 6	155 0 0	163	*c*
578A	Blaenafon, Infants - N. 6	115 0 0	208	73 1 10
578B	Blaina - - B. 11	- - -		*b*
578B	Blaina, Inft. N. *c*			
578B	Blaina Garn, Infants - *c*			
580	Brides, St. - B. 11	- - -		*b*
576	Chapel Hill and Tintern Parva - N.	*70 0 0		
576	Chepstow - N. 7	*64 0 0 40 0 0	138	56 16 6
576	Chepstow, Infants - N.	150 0 0		
580	Christchurch, Maindee - N. 5	377 15 0	222	106 10 4
580	Court-y-bella N. 7	700 0 0	163 47	76 1 4 14 14 2
579	Crumlin and Llanhileth N. 7	318 15 0	111	46 7 0
579	Cwmbrân - N. 7	538 0 0	95	47 3 6
579	Cwmbrân - B. 11	- - -	71	28 1 11
579	Cwmbrân - R. 7	- - -	54	27 17 4
578A	Cwmyoy - N.	140 0 0		
578B	Ebbw Vale, Works, - 10	- - -	400 48	206 16 8 16 8 4
578B	Ebbw Vale, Victoria - 10	- - -	197	95 15 0
578A	Forest - - B. 11	- - -		*b*
578A	Govilon - B. 11	- - -	57	28 18 5
579	Goytrey - N. 6	139 0 0	42	16 5 4
579	Goytrey - B. 11	199 0 0	67	34 3 4
348	Grosmont, End.			
580	Islwyn - - B. 10	- - -	61	39 5 2
578A	Llanarth - N. 7	*50 0 0 131 0 0	52	29 0 0
580	Llandevaud Ch.	59 0 0		
578	Llanellen - N. 7	148 15 0	49	9 9 8

a For two years. *b* Due, but not paid. *c* School closed. *d* Merged into Beaufort B.S.
e Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
578A	Llangattock, Lingoed (James Davies') - N.	45 0 0		
579	Llangibby - Ch. 7	- - -	51	30 11 6
510	Llantarnam B. 11	- - -	80	25 13 11
578A	Llanthewi, Rhydderch N. 7	61 17 6	19	7 16 11
578A	Llanthewi, Rhydderch, Mount Pleasant - B. 11	97 17 6	47	35 5 0
579	Llantrissent N.	85 0 0		
576 & 580	Llanvaches, Penhow, and St. Bride's N. 11	- - -	32	15 18 11
579	Llanvrechva, Lower - N. 7	- - -	65	29 19 6
			5	0 12 6
578A	Llanwenarth, Ultra - N. 10	143 0 0	51	23 9 8
578A	Llanwenarth, Citra - - N.	126 5 0	25	8 7 6
580	Magor - - N. 10	203 0 0	57	29 2 2
580	Maindee. *See* Christchurch - N.			
579	Mamhilad and Llanvihangel N.	158 0 0		
580	Marshfield - N.	233 0 0		
581	Melan's, St. - Ch. 10	- - -	70	27 18 6
577	Monmouth - N. 6	370 13 4	95	42 11 8
577	Monmouth, St. Thomas', Overmonnow - N. 7	178 12 6	107	31 14 0
576	Mynyddbach (Shirenewton) - - Ch. 7	- - -	56	26 17 10
578B	Nantyglo - N. 5	- - -	260	141 8 8
			88	23 0 0
580	Newport-on-Usk - - N. 7	*275 0 0	209	97 2 8
	" " "	133 5 0		
580	Newport-on-Usk - - B. 11	*75 0 0	117	60 19 4
580	Newport-on-Usk, St. Mary's - R. 6	- - -	443	204 14 5
580	Newport-on-Usk, Infts. R. 6	520 0 0		
577	Overmonnow. *See* Monmouth, St. Thomas' - N.			
579	Panteg, Wern N. 7	382 4 0	68	32 11 0
			16	5 3 4
577	Penrhos - N.	119 3 9		
580	Pilgwenlly, Boys - N. *a*			
580	Pilgwenlly, Trinity - Ch. 7	- - -	282	143 0 0
			37	11 14 2
580	Pilgwenlly - W. 11	- - -	274	160 6 10
579	Pontnewynydd - N. 11	365 7 8		
578	Pontygof - 10	- - -	400	200 9 2
579	Pontymoile - N. 7	843 0 0	151	66 15 0
579	Pontypool, Charity - N. 7	*114 0 0	280	125 5 4
	" " "	241 15 10	15	4 2 6
579	Pontypool, St. Alban's R.			
577	Ragland - N.			
578B	Rhymney Iron Works B. 5	- - -	245	148 5 4
			70	26 12 6
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
578B	Rhymney Iron Works N. 5	- - -	498	318 8 5
			172	66 0 6
578B	Rhymney, Lower - B. 5	- - -	166	106 12 6
			25	8 15 10
578B	Rhymney - R. 6	- - -	113	59 3 6
580	Risca - - B. 10	- - -	144	87 11 2
577	Rockfield - N.			
576	Shirenewton Ch.			
576	Shirenewton, Earlswood Common - Ch. 7	244 0 0	34	14 11 2
578B	Sirhowy - B. 10	- - -	314	163 3 2
577	Skenfreth - N.	45 0 0		
577	Skenfreth - B. 11	- - -	29	12 3 10
578B	Tredegar, New N. 5	- - -	91	43 14 0
			27	5 19 2
578B	Tredegar, New - - B. 5	- - -	181	102 5 10
			24	10 8 4
580	Tydee Tin Works - B. 10	- - -	85	41 15 6
			78	35 1 4
579	Usk, Elementary - - 11	- - *b*	11	2 14 2
			82	40 15 0
	NORFOLK.			
237	Acle - - P. 11	56 10 6	110	62 7 8
239	Alburgh - N.	75 0 0		
231	Aldborough Ch. 1	- - -	49	27 4 0
238	Aldeby - N. 1	36 0 0	44	23 10 8
239	Ashwelthorpe, Village - *c*			
245	Ashwicken and Leziate - N.	181 0 0		
232	Aylsham - N.	175 0 0		
231	Baconsthorpe Ch. 1	- - -	45	18 3 2
230	Bacton - N. 1	244 0 0	49	31 5 6
			11	4 9 2
240	Banham Rectory - - 3	- - -	83	50 17 8
			13	3 10 10
235	Barnham Broome - N. 1	96 6 0	54	32 1 6
237	Beighton - N.	100 0 0		
245	Bilney, West, and Pentney N. 3	*70 0 0	23	5 18 6
243	Binham - N. 7	- - -	53	25 2 0
			11	3 7 6
243	Blakeney - N. 7	- - -	103	32 10 0
248	Bradenham, East - - N.			
248	Bradenham, West, District - - N.	639 18 0		
244	Brancaster - P. 6	158 18 9	37	14 5 0
242	Brisley - N.	88 0 0		
231	Briston - N.	65 0 0		
239	Brockdish - N. 11	51 4 10	37	11 9 2
238	Brooke - - P. *c*	*80 0 0		
240	Buckenham, New - - N. 4	- - -	97	38 14 0
			17	4 17 6
238	Burgh Apton N.			
237	Burlingham and Lingwood - - Ch. 3	- - -	73	40 5 0
244	Burnham, Westgate - N. 7	320 0 0	122	56 10 8
			24	8 0 0
232	Buxton - B. 5	- - -	59	21 4 2
229	Caistor - - P. 4	141 0 0	88	43 3 0
229	Caistor, Infants - - *c*	*29 0 0		

a Merged into Pilgwenlly, Trinity Ch. *b* For two years. *c* Removed from inspection.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
235	Carleton Forehoe - N. 2	- - -	22	16 2 0
239	Carleton Rode N. *a*			
241	Carbrooke - N. 5	32 0 0	72	26 9 6
245	Castle Acre - N.	72 7 0		
245	Castle Rising N. 6	- - -	52	21 14 5
241	Caston - N. *a*			
230	Catfield - N.	63 0 0		
234	Catton (New) Ch.	216 0 0		
238	Chedgrave - N. 11	286 0 0	59	33 6 0
238	Claxton and Hellington N.	45 0 0		
193	Clenchwarton N. 3	78 0 0	49	16 7 5
231	Cley (next the Sea) - B. 6	288 0 0	100	62 3 0
232	Coltishall - N.	100 0 0		
235	Colton - N. 2	105 0 0	29	17 7 0
245	Congham - Ch. 5	- - -	36	17 17 8
235	Costessy - N.	*50 0 0		
235	Costessy - B.	*65 0 0		
244	Creake, North N. 7	- - -	50	25 10 8
			25	8 5 10
244	Creake, South N. 7	121 0 0	111	46 5 10
			21	6 17 6
236	Cringleford, Eaton, Intwood, and Keswick - 2	- - -	46	17 11 6
24	Croxton - N.	50 0 0		
239	Denton - N. 10	89 10 0	48	21 1 0
239	Denton - B.			
235	Deopham - N. 10	16 5 0	44	16 12 8
242	Dereham, East B. 5	220 0 0	123	74 5 8
242	Dereham, East N. 7	188 6 0	247	†97 16 0
247	Dereham, West N. 5	- - -	61	28 15 8
239	Diss - - B. 5	285 8 0	111	50 10 4
			14	4 11 8
239	Diss - - N. 11	186 15 0	137	72 4 0
			27	10 5 10
238	Ditchingham N. 10	*50 0 0	115	57 9 10
	" "	85 15 0	70	18 10 1
244	Docking - P. 6	400 0 0	115	57 9 10
			18	4 18 4
247	Downham Market - N. 5	204 7 0	117	56 2 0
233	Drayton - N. 11	- - -	55	20 1 8
242	‡Dunham, Little - N.			
234	Eaton -	87 15 0		
231	Edgefield - 7	- - -	40	18 5 2
241	Ellingham, Great - B.			
242	Elmham, North N. 7	*30 0 0	125	45 12 6
193	Emmneth - N. 3	259 0 0	71	9 8 8
243	Fakenham - N. 7	335 0 4	204	109 4 0
				b 15 0 0
243	Fakenham - B. 5	303 0 0	91	45 18 10
247	Fincham -	153 10 9	92	47 16 9
239	Forncett, St. Mary's - N. 11	- - -	*c*	
239	Forncett, St. Peter's - N. 10	102 10 10	39	16 14 6
			10	2 18 4
232	Foulsham and Bintry - N.	*90 0 0		
236	Framingham, Earl - N.	92 0 0		

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
237	Freethorpe and Wickhampton N.	75 0 0		
239	Fritton and Morningthorpe N. 4	45 0 0	41	24 7 6
245	Gayton - N. 6	73 13 4	59	40 16 0
			19	4 19 2
245	Gaywood - N. 6	231 0 0	124	64 14 0
238	Geldestone - N. *d*	*26 0 0		
238	Geldeston - B. 10	- - -	83	13 6 6
248	Gooderstone N.	60 0 0		
232	Hackford and Whitwell - P. 7	- - -	124	79 5 2
238	Haddiscoe and Toft Monks N. 2	155 0 0	43	29 8 6
			12	4 8 4
237	Halvergate - N. 10	202 8 9	37	14 8 10
230	Happisburgh N. 1	254 0 0	60	27 8 8
			23	8 0 10
245	Harpley - N.	62 0 0		
234	Heigham, Norwich - N. 3	280 0 0	181	87 1 5
230	Heigham, Potter N.	70 0 0		
234	Heigham, South, Trinity Chapel N. 3	- - -	204	89 4 0
233	Hellesdon - Ch. 12	- - -	41	8 0 2
239	Hempnall - N.	150 0 0		
236	Hethersett - N. 4	280 4 0	75	45 8 0
247	Hilgay - - N.	*75 0 0		
245	Hillington - P. 6	- - -	43	24 6 9
232	Hindolveston N.	75 0 0		
243	Hindringham N.	55 0 0		
235	Hingham - N. 5	74 18 6	158	85 10 2
			80	31 2 6
242	Hockering - Ch. 12	- - -		*c*
249	Hockwold-cum-Wilton N. 3	164 6 8	73	36 13 2
243	Holkham - N. 7	- - -	53	34 0 0
248	‡Holme Hale N.			
231	Holt - - N. 7	138 16 8	116	63 10 6
231	Holt - - B. 6	- - -	88	54 18 0
242	‡Horningham and East Tuddenham N. *a*			
233	Horsford - N. 2	- - -	58	30 3 4
244	Ingoldsthorpe P. 6	- - -	37	23 11 0
234	Lakenham - B. 5	- - -	15	4 15 10
234	Lakenham, St. Mark's - N. 11	574 8 11*e*	129	58 16 2
			521	279 8 8
243	Langham Episcopi - - 3	- - -	582	258 13 4
			90	60 17 10
238	Langley - N.		11	3 9 2
242	Litcham - N. 5	- - -	61	29 2 8
238	Loddon (Public) - - N. 11	- - -	13	3 15 10
			115	49 13 0
240	Lopham, North W. 5	- - -	23	8 7 6
240	Lopham, South Ch. *a*	- - -	58	32 12 0
242	Lyng - - Ch. 7	- - -	77	39 6 0
246	Lynn, King's B. 6	499 10 0	10	3 8 4
246	Lynn, North End, Inft. - N. *f*		203	91 16 10
246	Lynn, St. John's - N. 6	646 3 4	342	182 17 2
246	Lynn, St. Margaret's N. 6	632 5 0	414	230 6 7
246	Lynn, St. Nicholas', New - N. 10	- - -	28	10 9 5
			256	128 8 2

a Removed from inspection. *b* Retiring pension. *c* Due, but not paid.
d School extinct. *e* For two years. *f* Amalgamated with Lynn, St. Nicholas, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
246	Lynn, South, All Saints' N. 6	494 13 4	313	168 9 10
247	Marham - N. 5	53 0 0	88	60 19 4
232	Marsham Reformatory.			
193	Marshland Smeeth - N.	200 0 0		
229	Martham - N. 10	- - -	62	21 8 8
245	Massingham N. *a*	*50 0 0		
236	Melton, Great Ch. 4	- - -	39	22 9 2
246	Middleton (near King's Lynn) - N. 6	288 16 0	43	7 16 7
242	Mileham - N.	*50 0 0		
242	Mitford and Launditch U.			
248	Narburgh - Ch. 10	- - -	55	20 13 6
234	Norwich, Alderman Norman's Endowed - 2	- - -	69	*c*
234	Norwich, Miss Martineau's Female Industrial. *b*			
234	Norwich, Model, Boys - N. 11	185 0 0	235	145 1 4
234	Norwich, Model, Girls - N. 11	- - -	113	48 17 4
234	Norwich, Model, Infants 11	- - -	80	34 9 4
234	Norwich, New City Union Place, Higham B. 5	*100 0 0	206	103 17 8
234	" " "	61 4 3		
234	Norwich, Octagon Chapel B. 5	- - -	236	121 1 1
234	Norwich, Old Meeting, Boys 5	- - -	81	33 13 4
234	Norwich, Old Meeting (Girls and Infants) B. 5	- - -	61	33 13 4
234	Norwich, St. Augustine's N. 3	- - -	216	103 11 4
234	Norwich, St. Giles' - Ch. 2	354 0 0	288	147 11 2
234	Norwich, St. James' and Pockthorpe N. 2	344 0 0	264	124 7 11
234	Norwich, St. John de Sepulchre - N. 2	192 0 0	166	79 17 10
234	Norwich, St. Julian's - N. 2	106 19 6	137	50 18 4
234	Norwich, St. Lawrence's, District - 2	- - -	134	63 14 10
234	Norwich, St. Martin-at-Oak N. 11	364 0 0	139	59 1 2
234	Norwich, St. Martin-at-Palace - N. 2	- - -	96	42 17 0
234	Norwich, St. Miles', Sadd's Yard - - B.	60 0 0		
234	Norwich, St. Paul's - N. 2	170 0 0	178	71 1 9
234	Norwich, St. Peter per Mountergate N. 3	173 0 0	230	123 18 4
			45	13 9 7
234	Norwich, St. Saviour's - N. 2	- - -	127	51 1 0
	NORFOLK—*cont.*	£ s. d.		£ s. d.
234	Norwich, St. Stephen's - N. 10	417 10 0	289	145 5 6
			71	17 4 2
234	Norwich, St. Swithin's - N.	45 0 0		
234	Norwich, Willow Lane - R. 11	283 0 0	126	78 14 4
229	Ormesby - N.	83 0 0		
193	Outwell - N. 4	296 5 0	82	32 1 0
234	Peafield - B. *b*			
237	Plumstead Parva - - P.	75 7 6		
237	Postwick - N.			
239	Pulham, Pennoyers - Free 11	- - -	74	32 16 10
239	Pulham, St. Mary Magdalen's - N. 11	132 0 0	82	*c*
233	Rackheath Village - Ch. 1	- - -	23	11 6 8
239	Redenhall - N. 10	112 10 0	108	59 8 6
237	Reedham - N. 10	77 14 0	*d* 66	28 12 2
			d 57	16 13 11
232	Reepham, St. Mary's - N. 7	- - -	37	16 12 6
230	Ridlington, East Ruston - - N.	37 0 0		
244	Ringstead - Ch. 6	- - -	77	33 9 2
			17	5 12 6
241	Rockland, All Saints' - N.	35 0 0		
236	Rockland, St. Mary's - N.	36 0 0		
240	Roydon - Ch.			
245	Roydon (Castle Rising) - N. 5	- - -	40	23 1 0
244	Rudham (East and West) Ch. 7	384 0 0	93	52 4 8
			14	4 8 4
247	Runcton and Holme - N.	40 0 0		
245	Runcton, North N. 5	- - -	40	24 18 0
229	Runham and Thrigby - N.	216 0 0		
231	Runton - N. *a*			
239	Rushall - N.	174 0 0		
243	Ryburgh, Gt. N. 7	- - -	55	22 2 10
248	Saham Toney N.	*35 0 0		
233	Salhouse - N. 1	60 0 0	37	4 14 2
236	Saxlingham Thorpe and Saxlingham Nethergate Ch. 11	- - -	74	36 3 8
239	Scole - - P. 3	- - -	61	23 7 6
			25	7 14 6
232	Scottow - Ch. 1	119 0 0	47	4 0 7
243	Sculthorpe - N. 7	118 16 6	77	33 5 0
			15	4 9 2
244	Sedgeford - Ch. 6	- - -	71	38 7 10
			8	1 15 0
240	Shelfanger - Ch. 1	- - -	31	14 2 8
231	‡Sheringham N.			
247	Shouldham - N. 5	- - -	102	59 18 10
			16	5 15 0
244	Snettisham Ch. 6	- - -	84	11 5 9
247	Southery - N.	60 0 0		
237	Southwood and Limpenhoe N.	26 10 0		
243	Stibbard - N. 7	143 10 0	61	27 12 5
			17	3 19 3
243	‡Stiffkey - N.			
236	Surlingham N.	*20 0 0		
239	Starston - N. 10	- - -	43	10 2 0

a Removed from inspection. *b* School closed. *c* Refused under Article 51 *d*. *d* For two years.
e Grant not claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
248	Swaffham - N. 5	*160 0 0	157	65 16 0
			40	14 5 0
230	†Swafield - N.			
242	Swanton Morley N. 10	120 0 0	107	58 5 4
244	Syderstone - N. 7	- - -	54	25 0 2
243	Tatterset with Tatterford - N. 7	237 0 0	33	14 12 2
233	Taverham - N.	70 0 0		
193	Terrington, St. Clement's - N. 4	182 5 0	121	50 14 10
249	Thetford - N. 3	40 4 0	166	56 15 6
			40	15 13 4
249	Thetford - B. 5	*75 0 0	177	81 11 4
244	Thornham - N. 6	- - -	104	51 17 6
			16	4 10 0
234	Thorpe - N.	41 0 0		
239	Thorpe Abbotts - N.	46 0 0		
234	Thorpe Hamlet, St. Matthew's N. 12	473 18 4	369	196 4 2
238	Thurlton - N.	37 0 0		
239	Tibenham - Ch. 4	- - -	46	22 15 10
			15	4 2 4
193	Tilney, All Saints' - N. 4	146 9 0	31	14 14 4
242	Tittleshall Ch. 7	- - -	63	30 7 0
238	Topcroft - N.	54 0 0		
236	Trowse Newton N.	70 0 0		
231	Trunch - N.	52 0 0		
230	Tunstead - N. 1	- - -	47	25 13 0
237	Upton - - N. 1	- - -	73	37 2 6
193	Walpole, St. Andrew's - N. 4	93 0 0	29	15 7 6
193	Walpole, St. Peter's - N. 4			
231	Walsham, North N. 1	187 0 0	103	40 14 4
231	Walsham, North B. 5	- - -	84	44 12 0
243	Walsingham, Little - N. 7	37 3 0	69	29 15 2
			24	6 17 6
193	Walsoken - N. 4	280 0 0	55	27 4 8
			14	4 6 8
193	Walton, West N.	76 0 0		
241	Watton - N. 4	128 17 0	87	52 2 4
			6	2 3 4
242	Weasenham N. 7	349 0 0	58	31 14 6
235	Welborne - N. 3	42 0 0	33	24 1 6
243	Wells, Parochial - - B.	90 7 9	208	118 15 6
	Wheatacre Union of Schools:			
238	Wheatacre and Burgh - 2	- - -	39	28 4 6
227	Fritton (Suffolk) 2	- - -	39	19 9 8
238	Norton Subcourse - 2	- - -	31	13 1 8
242	Whissonsett Ch. 7	163 10 0	73	32 8 10
235	Wicklewood N.			
247	Wiggenhall - N. 3	65 0 0	122	69 2 8
			25	5 19 2
245	Winch, East N.	50 0 0		
245	Winch, West N.	*32 0 0		
240	Winfarthing Ch. 4	124 10 0	41	19 9 8
229	Winterton - N. 4	271 14 6	115	67 15 10
245	Wootton, North Ch. 5	- - -	43	14 11 0
230	Worstead - N. 1	221 15 0	84	35 8 5
239	Wortwell - N. 10	- - -	49	23 14 4
245	Wretham, East and West - Ch. *a*			
235	Wymondham N. 4	15 12 0	222	74 15 10
228	Yarmouth, Great - B. 2	205 15 6	341	196 9 2
228	Yarmouth, Great, Blue Coat, Charity Ch.			
228	Yarmouth, Great, Gourlay - - W. 10	- - -	246	136 19 0
228	Yarmouth, Great, St. John's - N. 4	300 0 0	141	58 15 0
228	Yarmouth, Great, St. Nicholas' - N. 4	840 10 0	343	178 0 10
228	Yarmouth, Great, St. Peter's - N. 4	526 0 0	502	275 9 4
			33	12 7 6
228	Yarmouth, Great, South End Mission N.	120 0 0		
242	Yaxham - N. 11	92 0 0	50	19 16 8
	NORTHAMPTONSHIRE.			
165	Abthorpe - Ch. 3	- - -	49	24 5 0
			20	7 10 0
165	Adstone - Ch. 2	- - -	30	17 11 6
163	Banbury, South (Ch. Ch.) - Ch. 2	620 0 0	269	125 2 6
421	Barnack - N. 2	- - -	138	77 7 4
168	Billing, Great Ch. 2	- - -	39	21 2 0
			11	4 4 2
165	Blisworth, Endowed - 3	- - -	86	44 19 6
			22	8 11 8
164	Brackley - Ch. 6	- - -	57	21 5 0
			18	4 18 4
154	Brackley, St. Peter's - Ch. 6	- - -	49	23 4 0
164	Brackley - W. 4	- - -	98	45 1 6
			35	15 5 10
167	Brafield-on-the-Green, Infant - N. 3	- - -	65	27 8 10
169	Braunston - N. 7	128 17 6	90	10 19 0
409	Braybrooke N.	*25 0 0		
173	Brigstock - B. 11	- - -	48	37 12 0
170	Brington, Great N. 12	- - -	75	34 17 4
172	Broughton - N.			
168	Bugbrooke - N. 3	183 0 0	105	42 3 7
			25	7 5 10
172	Burton Latimer, Endowed and Infants, Free 12	180 0 0	148	64 18 4
169	Byfield - Ch. 2	- - -	94	48 19 6
			20	7 16 8
175	Castor - 3	- - -	60	40 0 0
175	Castor, Infant Ch. 3	- - -	73	39 15 0
163	Chacombe - N. 2	- - -	25	4 16 0
163	Chipping Warden - N. 6	- - -	64	9 4 6
167	Cogenhoe - N.	45 0 0		
172	Corby - - B. 11	- - -	94	*b*
166	Cosgrove - N. 11	90 0 0	—	*c*

a Removed from inspection. *b* Refused under Article 52 *d*. *c* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
172	Cottingham cum Middleton N. 7	183 0 0	102 29	50 16 5 7 6 5
172	Granford - N. 1	- - -	56 25	28 4 0 6 10 10
170	Creaton, Great N. 2	100 0 0	52 18	23 14 6 4 8 4
401	Crick, Boys, Par. and N. - 2	80 0 0	93 29	54 1 4 7 17 6
401	Crick, Girls and Infants N.	60 0 0		
164	Croughton - Ch. 2	- - -	77 8	37 3 6 3 13 4
164	Culworth, Endowed - N. 2	- - -	44	*b*
168	Dallington - N. 2	52 0 0	36	15 14 6
168	Dallington, St. James' Endowed - Ch. 10	175 15 0	131	63 17 4
169	Daventry - B. 11	- - -	120	75 19 0
172	Desborough N.	47 0 0		
173	Denford and Ringstead - Ch. 6	186 5 0	77 14	35 8 4 2 16 8
171	Earl's Barton - - B. 11	231 3 9	178 61	98 15 8 20 19 2
171	Earl's Barton - - N. 4	- - -	61 13	31 13 8 4 4 2
421	Easton, Girls N. 7	- - -	94	48 0 2
164	Evenly - Ch. 6	- - -	81	13 5 3
164	Eydon - - N. 2	25 0 0	65 26	44 18 8 9 18 4
175	Eye - - N. 3	324 7 6	72 20	30 10 0 8 3 4
171	Finedon, Endowed - N. 12	115 10 0	287	54 15 7
165	Gayton - N. 3	65 18 10	68 13	34 19 4 5 4 2
175	Glinton with Peakirk - N.	110 0 0		
167	Hardingstone N. 2	- - -	58	28 9 2
173	Hargrave - Ch.	123 12 0		
170	Harleston - N. 12	- - -	52 14	29 19 6 4 15 0
168	Harpole, Free N. 12	- - -	87	13 5 0
171	Harrowden, Great and Little, and Orlingbury, Endowed - 5	249 0 0	86	32 10 0
164	Helmdon - N.	176 0 0		
175	Helpstone - P. 2	- - -	86 10	36 2 0 2 18 0
167	Houghton, Great - N. 5	28 0 0	49 13	25 3 4 7 8 4
171	Irchester - N.	120 0 0		
171	Irthlingborough P. 7	396 0 0	97 59	52 1 4 21 4 2
171	Isham - - N. 6	- - -	45	24 12 2
173	Islip - - Ch. 2	147 12 0	54	7 10 2
172	Kettering - N. 12			*a*
172	Kettering - B. 4 " - "	*250 0 0 69 0 0	172	103 3 4
172	Kettering, North End Ch. 12	318 0 0		*a*
401	Kilsby - - N.	*30 0 0		
164	King's Sutton N. 2	193 14 8	131 27	63 18 2 8 2 6
168	Kingsthorpe N. 2	85 0 0	105 16	51 19 6 4 18 4
168	Kislingbury N. 12	- - -	52	*b*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
174	Lilford, Mixed 1	- - -	53	25 16 2
165	Litchborough Ch. 3	- - -	30 13 54	12 16 6 3 10 10 29 6 0
172	Loddington Ch. 12	- - -	12	4 5 0
173	Lowick, Charity 1	- - -	43	12 5 0
163	Middleton Cheney - N. 11	679 10 0	145	60 14 1
175	Millfield Congregational 7	- - -	89	42 11 6
167	Milton - N. 3	- - -	73 24	33 17 8 8 16 8
170	Moulton and Overstone - N. 3	126 12 0	144 43	56 7 10 17 2 6
170	Naseby - N.	92 0 0		
174	Nassington and Yarwell - Ch. 1	- - -	83 15 41	33 16 1 4 17 1 14 15 10
175	Newborough P. 2	- - -	8	2 18 4
168	Northampton, All Saints' - N. 10 " "	*316 0 0 942 15 0	539 73	259 19 0 21 4 2
168	Northampton, All Saints', South Quarter, Infants N. 10	- - -	100	44 3 0
168	Northampton B. 11	828 13 1	465	249 11 2
168	Northampton, Blue Coat - *c*			
168	Northampton, St. Andrew's - N. 10	474 0 0	232	89 12 10
168	Northampton, St. Edmund's N. 10	571 18 6	400 80	177 7 6 26 11 8
168	Northampton, St. Giles' - P. 10	631 0 8	303 75	155 10 10 13 5 10
168	Northampton, St. Katherine's N. 10	296 1 2	255	99 13 4
168	Northampton, St. Peter's N. 10	276 0 0	106	50 12 0
168	Northampton, St. Sepulchre's N. 10	460 0 0	278	146 7 10
168	Northampton Society's Reformatory.			
168	Northampton, Infants - W. *c*			
171	Orlingbury - N.	103 0 0		
174	Oundle - N. 1	244 0 0	126	54 19 6
174	Oundle - B. 4	- - -	149	90 7 8
166	Passenham with Denshanger P. 7	- - -	80 16	32 5 4 4 6 8
175	Paston - - N. 2	69 3 0	138 16	64 14 8 5 6 8
175	Peterborough, Boys - N. 3	- - -	289	150 19 8
175	Peterborough, Girls - - N. 3	31 0 0		
175	Peterborough, Infants - N. 3	301 0 0	195	77 4 1
175	Peterborough B. 4	661 0 0	348	206 16 2
175	Peterborough, Sunday - B.	*150 0 0		
175	Peterborough, New England, St. Mark's - N. 3	- - -	228 25	115 2 0 8 10 10
175	Peterborough, Practising - 3	366 0 0	95	46 0 0

a Due, but not paid. *b* Refused under Article 52 *d*. *c* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
175	Peterborough, St. John the Baptist (Albert Place) Ch. 3	539 2 0	113	46 3 10
167	Piddington - N. 3	- - -	58	31 16 2
170	Pitsford - N. 5	52 10 0	85	50 11 0
			22	8 10 0
166	Pottersbury P. 11	- - -	50	19 14 2
172	Pytchley, Endowed - Ch.	163 10 6	50	11 6 5
			10	1 13 3
173	Raunds - N. 12	472 0 0*a*	161	76 11 2
			16	3 7 6
			186	70 15 3
173	Raunds - W. 11	429 0 0	—	*b*
420	Rockingham N. 7	- - -	73	36 18 0
172	Rothwell - B. 4	*100 0 0	124	64 4 8
171	Rushden - N.	178 2 6		
409	Sibbertoft - N.	60 0 0		
165	Silverstone - N. 3	- - -	53	26 13 0
			18	5 16 8
			84	68 16 10
165	Silverstone - W. 4	- - -	79	30 12 6
170	Spratton - N. 2	- - -	58	27 6 2
421	Stamford, Baron, St. Martin's - N. 7	- - -	167	86 17 4
173	Stanwick - N. 1	*54 0 0	61	28 19 4
	„ - „	28 2 6	20	2 10 0
421	Thornhaugh N. 3	- - -	48	26 7 8
173	Thrapstone - N.	112 10 0		
173	Thrapstone - B.			
173	Titchmarsh - N. 1	147 4 6	126	69 5 6
			28	9 6 8
			227	135 15 4
165	Towcester - N. 11	324 0 0*a*	40	17 16 8
			208	123 1 10
			33	13 4 2
174	Wadenhoe Ch. 7	- - -	46	20 17 10
170	Walgrave and Hannington N. 6	- - -	82	38 7 4
165	Wappenham N. 8	- - -	40	18 9 6
169	Watford, Mixed 12		*b*	
169	Weedon Bec N. 3	210 3 9	64	39 5 10
			32	13 11 8
165	Weedon (Lois) N.	96 0 0		
174	Weldon - Ch. 4	- - -	55	33 1 0
			11	2 15 10
408	Welford and Sulby, Endowed - 6	150 13 0	76	40 16 10
			19	7 7 6
171	Wellingborough, Freeman's Endowed - 11	493 0 0	—	*b*
171	Wellingborough, Girls - - B. 4	- - -	62	31 14 2
164	Whitfield - N. *c*	*25 0 0		
409	Wilbarston and Stoke Albany -	*33 0 0		
173	Woodford (near Thrapstone) Ch. 1	- - -	87	44 6 8
			16	6 0 0
169	Woodford-cum-Membris (near Daventry) Ch. 2	- - -	66	35 5 10
			9	3 0 10
167	Wootton - N.	*46 0 0		
	NORTHUMBERLAND.			
559	Acklington - N. 2	- - -	69	31 13 8
555	Acomb - Ch. 1	155 6 3	73	32 9 6
555	Allenheads - N. *d*	50 0 0		
	NORTHUMBERLAND—*cont.*	£ s. d.		£ s. d.
555	Allenheads - B. 7	- - -	115	59 13 2
555	Allenheads, St. Peter's - N.	30 0 0		
559	Alnwick - N. 12	415 0 0	182	85 8 10
559	Alnwick - B. *c*			
559	Alnwick, Corporation, Lower - *c*			
559	Alnwick, Corporation, Upper - *c*			
559	Alnwick (Duke of Northumberland's) - N. *c*			
559	Alnwick, St. John's - B. 6	- - -	90	33 18 11
559	Alnwick, Victorin, Infants B.	127 0 0		
559	Amble, Public 3	- - -	88	44 15 6
561	Ancroft - N. 1	311 0 0	74	34 5 2
553	Anick - Ch.			
553	Annitsford - B. 6	- - -	72	29 9 5
553	Backworth Colliery - 2	- - -	145	69 4 8
			18	4 16 8
557	Bavington, Great - Pres. 3	- - -	24	11 2 8
558	Bedlington Ch. 2	332 0 0	169	92 16 6
560	Belford - N. 2	*58 0 0	107	64 13 8
560	Belford - Pres. 3	- - -	81	43 0 8
557	Bellingham, Endowed, Free 1	113 5 0	43	17 5 0
561	Berwick-upon-Tweed (Boys), Charity - N. 7	100 0 0	162	*g*5 0 0
	„ „ - „		42	18 8 4
561	Berwick-upon-Tweed (Girls), Charity - Ch. 7	618 0 0	187	90 6 4
561	Berwick-upon-Tweed, Infants - N. 7	124 5 0		
561	Berwick-upon-Tweed - B. 3	694 0 0	240	140 5 2
561	Berwick-upon-Tweed, Inf. B. 3	104 3 6	100	46 7 2
561	Berwick-upon-Tweed, English Presbyterian. *e*			
561	Berwick-upon-Tweed - U.			
561	Berwick-upon-Tweed, St. Cuthbert's R. 6	- - -	71	*f*
561	Berwick-upon-Tweed, St. Mary's - N. 7	256 12 9	200	109 5 0
			38	12 13 4
557	Birtley - N. 1	- - -	52	38 13 6
556	Blenkinsopp, Boys - - Ch. 4	- - -	49	28 15 6
556	Blenkinsopp, Girls - - Ch. 4	- - -	45	17 4 6
553	Blyth English Pres. 3	- - -	86	41 11 10
562	Branton English Pres. 3	- - -	49	25 8 2
			7	2 17 6
562	Branxton - N. 2	- - -	29	6 16 4
563	Brenckburne Ch. 1	- - -	27	19 16 0
555	Brideshill - B. 7	- - -	136	66 11 5
555	Broomhaugh, Village - N. 4	35 0 0	42	27 8 6

a For two years. *b* Due, but not paid. *c* Removed from inspection. *d* School extinct. *e* School closed.
f Refused under Article 51 *d*. *g* Paid under Article 90[1] (2); Day School refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
553	Burradon Colliery - - 6	- - -	136	75 10 10
			15	3 19 2
552	Byker, St. Anthony - N. 10	232 17 6	120	55 11 4
			31	11 5 10
555	Bywell - Ch. 3	- - -	57	36 4 8
555	Bywell, St. Peter's, Healey - Ch. 3	113 10 0	21	4 18 8
558	Cambo - 3	- - -	48	34 6 6
555	Carshield - B. 7	- - -	56	35 9 0
562	Chatton - N. 4	- - -	64	44 5 8
562	Chillingham N.	*45 0 0		
555	Chollerton - P. 4	- - -	30	15 11 8
555	‡Colwell - R.			
555	Corbridge - N. 4	*45 0 0	141	80 2 0
	"	471 10 0		
561	Cornhill - N. 1	*40 0 0	83	40 8 0
	" "	130 6 6	13	3 12 6
553	Cowpen Colliery - Und. 3	- - -	143	57 18 9
554	Coxlodge - R. 2	- - -	66	36 14 8
562	Crookham - N. 1	104 10 0	80	41 5 10
			39	26 17 0
562	Crookham - Pres. 3	- - -	11	3 0 10
			176	72 14 8
553	Cullercoats - Ch. 7	- - -	64	13 11 8
554	Dalton, Village - - Ch. *a*			
558	Earsdon - P. 2	- - -	127	70 17 2
			14	5 1 8
559	Eglingham - N. 4	189 17 6	67	45 17 0
563	Elsdon - N. *b*	*35 0 0		
552	Elswick, High, St. Paul's - N. 10	943 18 0	260	117 10 0
557	Falstone - B. 6	- - -	32	22 5 0
556	Featherstone Ch. *c*			
562	Ford Ch. and Pres. 1	- - -	36	41 7 8
559	Glanton - Pres. 3	- - -	51	26 9 4
			11	4 4 2
554	Gosforth - N. 3	422 2 0	164	102 7 2
554	Gosforth, North Ch. 5	- - -	64	45 12 10
563	Harbottle - N.	*36 0 0		
555	Hardhaugh - P. 1	- - -	28	11 6 5
558	Hartburn - N.	85 0 0		
559	Hauxley - Ch. 4	- - -	44	24 3 6
554	Heddon-on-the-Wall - N. 4	200 0 0	81	39 18 10
			56	38 2 10
555	Hedley - N. 4	- - -	5	2 2 6
556	Herdley Bank Ch. 4	- - -	81	43 17 8
555	Hexham, St. Mary's - R. 6	- - -	136	52 19 9
555	Hexham, Subscription - 1	550 0 0	320	125 13 2
561	Holy Island N. 6	44 0 0	88	43 3 1
			16	5 5 9
553	Holywell Colliery - B. *c*	*25 0 0		
561	Horncliffe - B. 3	- - -	46	15 19 4
553	Horton - Ch. 2	561 12 0	185	91 17 10
559	Houghton, Long - - N. 2	- - -	51	37 6 8
			15	5 7 6
553	Howden Pans B. *d*	50 0 0		
559	Howick - Ch. 1	146 0 0	33	2 0 6
554	Kenton - - N. 3	121 0 0	47	32 15 0
557	Kielder - B. 6	- - -	32	24 0 0
553	Killingworth Colliery - 2	- - -	224	93 13 6
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
557	Kirk Whelpington - P.	- - -	63	41 1 0
556	Knaresdale - N. 4	- - -	48	19 11 10
559	Lesbury - Ch.		62	27 1 6
562	Lilburn Tower 4	- - -	65	48 15 0
555	Lillswood Subscription - *a*			
558	Longhirst - N.	56 0 0		
558	Longhorsley P. 1	- - -	43	19 11 10
562	Lowick - N. 2	75 0 0	62	27 1 6
562	Lowick - B. *c*	30 0 0		
562	Lowick Eng. Pres. 3	- - -	58	22 0 10
562	‡Lowick - R.			
560	‡Lucker - P.			
554	Matfen (Boys) Ch. 4	- - -	17	8 14 8
554	Matfen (Girls) Ch. 4	- - -	25	12 3 10
556	Melkridge - N.	*30 0 0		
555	Mickley - N. 4	- - -	144	89 9 2
			29	11 5 10
562	Mindrin - Ch. 2	- - -	59	37 1 0
558	Morpeth, Corporation 3	*200 0 0	185	80 1 6
558	Morpeth - Pres. 3	- - -	104	45 16 10
558	Morpeth, St. James' - N. 1	276 6 8	148	73 10 2
558	Morpeth, Bolland, Girls 1	- - -	86	34 9 2
558	Morpeth, St. Robert's - R. 6	- - -	64	13 12 2
558	Newbiggen Pres. 3	- - -	68	34 5 6
555	Newbrough, Boys - - N. 1	99 1 8	47	23 3 6
555	Newbrough, Girls - N. 1	- - -	46	17 8 11
554	Newburn, Manor - Ch. 4	- - -	70	38 2 2
552	Newcastle-upon-Tyne, Arthur's Hill, Infants - 10	335 0 0	188	78 9 3
552	Newcastle, Castle Garth (or St. Nicholas) - N. 10	*150 0 0	331	144 4 0
	" "	28 0 0	31	11 10 10
552	Newcastle, Ch. of the Divine Unity - S. 10	- - -	70	27 14 8
			13	3 9 2
552	Newcastle, Clarence Street - W. 10	- - -	286	125 12 6
552	Newcastle, Clergy Jubilee Trade (Lower) - N. 10	800 0 0	256	102 9 6
552	Newcastle, Clergy Jubilee Trade (Upper).			
552	Newcastle, Jubilee - B. 10	- - -	314	135 12 8
552	Newcastle, Orphan House W. 10	1,172 0 0	533	280 5 10
552	Newcastle, Ragged - -	1,582 0 0		
552	Newcastle, Reformatory.			
552	Newcastle, Sallyport - B. *a*			
552	Newcastle, St. Andrew's - N. 10	*166 0 0	454	204 13 4
	" " "	1,130 0 0	19	6 7 6

a Removed from inspection. *b* Grant repaid. *c* School extinct. *d* School closed.

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	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
552	Newcastle, St. Andrew's - R. 2	243 0 0	628 / 212	263 13 0 / 67 16 8
552	Newcastle, St. John's - N. 10	*335 0 0	395	134 15 8
	" "	120 16 4		
552	Newcastle, St. Mary's - R. 2	- - -	553 / 155	331 2 0 / 58 12 6
552	Newcastle, St. Thomas' - N. 10	167 8 1	363	181 8 0
552	Newcastle Union, Girls 6	- - -	125	53 18 10
560	Newham - B. 3	- - -	31	14 1 0
555	Newton Hall N. 4	- - -	39	24 1 6
559	Newton-on-the-Moor - Ch. 2	- - -	59	29 6 4
555	Ninebanks -	47 0 0	50	20 4 0
555	Ninebanks - B. 7	- - -	72	6 13 10
561	Norham, Boys N. 2	- - -	50	37 10 0
561	Norham, Girls N. 2	121 0 0		
561	Ord, East - B. *a*	35 0 0		
555	Ovington - N.	93 5 8		
553	Percy - Ch.	368 16 3		
554	Ponteland, Endowed - 4	- - -	62	*e*
559	‡Radcliffe Colliery - - N.			
557	Rochester, Lord Redesdale's N. 4	- - -	24	13 6 8
552	Scotswood (Benwell) Ch. 4	- - -	31	47 9 8
561	Scremerston N. 1	166 0 0	121	55 4 0
552	Seaton Burn B. *a*	*20 0 0		
553	Seaton Burn Colliery - B. 6	- - -	107 / 41	51 8 6 / 13 17 6
553	Seaton Delaval Eng. Pres. 1	- - -	80	28 13 0
558	Seaton, North, Boys - Undl. 4	- - -	86	36 17 10
558	Seaton, North, Girls - Undl. 4	- - -	81	39 19 2
553	‡Seghill - N.			
553	Seghill, Colliery - B. 4	- - -	238	23 19 4
552	Shieldfield, Ch. Ch. - N. 10	862 0 0	480	213 0 10
553	Shields, North N. *b*	*300 0 0		
553	Shields, North, Kettlewell's Endowed - B. 7	- - -	195	30 12 6
553	Shields, North Pres. 1	267 1 0	303	176 16 0
553	Shields, North R. 2	- - -	315 / 42	181 6 0 / 17 5 0
553	Shields, North, Union - B. 1	*225 0 0	164	87 11 4
561	Shoreswood N. 2	131 9 0	56 / 12	28 13 8 / 3 13 4
555	Simonburn - N.	276 0 0		
558	Sleekburn, West - Ch. 2	- - -	129	67 3 4
561	Spittal - B. 3	*75 0 0	95	55 1 8
554	Stamfordham B. 6	130 0 0	26	10 10 9
554	Sugleyfield - N.	*100 0 0		
557	Tarset - - B. *c*			
557	Thorneyburn Ch. 1	75 7 6	34	15 15 10
561	Tweedmouth N. 7	431 0 0	176 / 20	77 3 6 / 6 5 0
561	Tweedmouth Eng. Pres. 3	- - -	70	36 2 6
553	Tynemouth, Priory - N. 6	310 10 0	194 / 25	86 9 11 / 6 17 6
	NORTHUMBERLAND —*cont.*			
553	Tynemouth, Ragged - 1	- - -	162	77 2 10
554	Walbottle Colliery - 4	- - -	138 / 8	44 1 0 / 2 15 0
553	Walker, Iron and Alkali Works - 7	- - -	222 / 47	109 18 2 / 16 5 10
553	Walker - R. 2	- - -	314 / 52	159 0 2 / 17 5 0
557	Wark, Heron's Charity and P. 1	- - -	98	45 12 6
559	Warkworth, Radcliffe Colliery - Ch. *c*			
560	Warrenford - B. 3	*20 0 0	50	23 7 6
555	Whitley Chapel N.	70 0 0		
563	Whittingham N. 1	- - -	88	44 3 8
555	Whittonstall N. 4	110 0 0	25	11 8 10
558	Widdrington Ch. 4	- - -	53	26 13 2
553	Willington Quay, St. Aidan's - R. 2	- - -	118 / 40	59 12 10 / 16 1 8
553	Willington Quay, Stephenson's Memorial - 7	737 0 0	321	187 10 4
563	Wingates - N.	26 10 0		
558	‡Witton (Nether) - - N.			
558	Woodhorne and Newbiggen-by-the-Sea - N. 11	274 5 0	96	40 13 5
562	Wooler - - N. 4	*70 0 0	151	60 10 2
562	Wooler - Pres. 3	- - -	101 / 20	54 0 3 / 4 4 8
555	Wylam, Village Colliery - B. 6	526 0 0	62	9 11 9
	NOTTINGHAMSHIRE.			
438	Annesley, Woodhouse Ch. 10	- - -	95	40 8 0
438	Arnold - - B. 11	- - -		*d*
438	Arnold - - N. 11	480 0 0		*d*
438	Arnold, Infants - - N.	242 0 0		
441	Averham - N. 2	- - -	32	14 14 2
442	Balderton - N. 1	334 0 0	87	37 5 0
442	Barnby-in-the-Willows - N.	57 0 0		
438	Basford - N. 5	440 0 0	201	107 1 8
438	Basford, Cinder Hill - Ch. 5	- - -	85	27 11 1
438	Basford, New N. 5	- - -	154	81 14 4
434	Beckingham N. 2	222 0 0	53 / 11	30 19 9 / 1 17 1
438	Beeston - N. 11	*144 0 0	138	71 9 0
438	Beeston - W. 11	- - -	137	63 2 10
442	Besthorpe - N.	40 0 0		
443	Bingham - N. 1	- - -	83	37 8 4
443	Bingham - W. 11	372 0 0	83	19 8 1
437	Blidworth - N. 12	425 0 0		*d*
434	Bole - - N. 2	- - -	34	18 4 0
441	Boughton, Infants - - Ch. 2	- - -	51	1 0 0
444	Brancote - N.	*50 0 0		
443	Bridgeford, East - - N. 12	65 0 0		*d*
438	Bridgeford, West - - Ch. 7	146 0 0	37	1 1 8

a School extinct. *b* Removed from inspection. *c* School closed. *d* Due, but not paid.
e Grant not claimed.

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
438	Brinsley - Ch. 10	254 0 0	80	26 8 11
			11	0 13 9
438	Bulwell - N. 11	- - -	190	86 16 4
			65	34 14 8
438	Burton Joice N. 12	183 15 0	19	7 9 2
438	Calverton - N. 11	- - -	41	5 17 1
438	Carlton, Gedling, N. *See* Gedling.			
438	Carrington - N. 4	*75 0 0	172	83 17 10
	" "	187 10 0		
441	Caunton - N.	21 5 0		
444	Chilwell - N.	246 0 0		
442	Coddington - N.	71 9 0		
442	Coddington - W. 1	- - -	28	13 3 10
442	Collingham, North and South - N. 1	*60 0 0	53	22 1 0
	" "	65 11 6		
442	Collingham - W. 1	330 0 0	49	20 12 4
438	Cossall, Village - - 11	- - -	51	34 3 6
415	Costock - N. 11	*50 0 0	44	17 0 11
	" "	83 0 0		
435	Cotes, Old - N.	*50 0 0		
443	Cotgrave - Ch. 11	- - -	95	52 10 4
			15	4 15 10
443	Cropwell Butler - P. 11	- - -	79	38 5 0
			10	3 0 0
435	Dunham - N. 2	215 0 0	84	36 16 4
438	Eastwood, Boys - - N. 10	324 3 9		
438	Eastwood, Girls - - Ch. 10	45 0 0	315	149 17 2
438	Eastwood, Infants - - Ch. 10	*60 0 0		
		50 0 0		
441	Edwinstone " N. 2	- - -	28	6 8 8
441	Elston, All Saints' - N. 2	126 0 0	63	29 9 4
			15	4 2 6
441	Epperstone - N. 12	303 0 0	39	20 7 4
			49	24 19 4
435	Everton (Bawtry) - - Ch. 2	- - -	60	27 4 0
442	Farndon - N. 1	233 0 0	61	32 16 6
			11	3 15 10
441	Farnsfield, Endowed - Ch. 12	- - -	81	33 11 0
441	Farnsfield - W. 11	- - -		*a*
438	Gedling Carlton - - N.	466 7 11	143	56 3 3
438	Gotham - N. 11	- - -		*a*
435	Gringley-on-the-Hill - N. 2	284 3 0	50	25 2 4
442	Harby - - N. 1	- - -	38	15 13 0
442	Harby - - W. 1	- - -	65	38 19 0
443	Hawksworth Ch.			
438	Hucknall Torkard - N. 10	404 0 0	278	129 19 2
437	Hucknall under Huthwaite - - N. 7	265 16 8	119	57 3 5
			39	7 18 5
439	Hyson Green, St. Paul's - N. 4	1,065 16 0	265	141 9 4
443	Keyworth - N. 11	- - -	66	29 19 8
438	Kimberley, Par. - - Ch. 11	132 10 0	89	36 1 11
			64	21 3 4
438	Kimberley - B. 11	50 0 0		*a*
444	Kingston-upon-Soar - - N. *b*			
441	Kneeshall - Ch. 2	- - -	61	33 13 0

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
438	Lambley - N.	90 0 0		
443	Langar - Ch. 11	- - -	21	10 1 10
441	Laxton - P. 2	- - -	69	43 0 0
439	Lenton - N. 4	683 6 8	340	150 2 10
			54	20 3 4
441	Lowdham - N. 12	293 15 0*c*	106	58 14 4
			107	60 7 8
437	Mansfield - B. 12	- - -	84	38 0 0
			10	2 13 4
437	Mansfield, St. John's - N. 10	828 0 0	221	106 0 5
			58	19 11 8
437	Mansfield - W. 12	- - -	120	61 12 8
437	Mansfield Woodhouse N. 10	200 0 0	71	30 4 0
			19	4 19 2
437	Mansfield Woodhouse W.			
435	Markham Clinton - N.			
435	Mattersey - N. 2	274 12 0	32	16 11 1
441	Muskham, North, Mary Woolhouse's Charity.			
442	Newark-upon-Trent, Boys' N. 2	*125 0 0		
	" "	140 15 0	284	63 0 0
442	Newark-upon-Trent, Girls' N. 2	84 4 0		
442	Newark-upon-Trent, Ch. Ch. (Haughton Road) - N. 2	1,404 10 0	405	197 13 6
			37	15 14 2
442	Newark-upon-Trent (King St.), Infants N. 2	- - -	100	48 5 4
442	Newark-upon-Trent - W. 1	273 0 0	135	59 14 4
438	Newthorpe, Infants - N.	50 0 0		
440	Nottingham, All Saints N. 5	281 0 0	350	184 16 4
440	Nottingham Arkwright Street - W. 11	- - -	213	75 19 1
440	Nottingham (Bath St.), Boys - - B. 11	- - -	103	48 11 6
440	Nottingham (Canal St.) - - B. *d*	*550 0 0		
440	Nottingham (Derby Rd.) B. 11	174 0 0		*a*
440	Nottingham (Girls Sch. of Industry) 4	- - -	89	38 14 8
440	Nottingham (High Pavement) - B. 11	- - -	392	184 3 10
440	Nottingham, St. Anne's N. 4	641 11 10	362	190 6 6
440	Nottingham, St. Anne's, Bullivant Street Branch 4	- - -	159	68 2 8
440	Nottingham, St. Barnabas' B. *b*			
440	Nottingham, (Rutland Street), St. James', Infants - - N. 4	- - -	134	58 8 6

a Due, but not paid. *b* Removed from inspection. *c* For two years. *d* School pulled down.

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
440	Nottingham, St. John's - N. 4	517 0 0	188	95 18 8
440	Nottingham, St. John's - R. 9	- - -	131	70 17 2
440	Nottingham, St. Luke's - P. 4	- - -	314	148 2 6
440	Nottingham, St. Mary's (Plumptre Street) - N. 4	444 0 0	49	16 5 10
440	Nottingham, St. Mary's (Barker Gate) N. 4	*300 0 0	297	138 13 2
	" " "	228 7 0	210	110 16 0
440	Nottingham, St. Mary's - R. 9	- - -	67	22 10 10
440	Nottingham, St. Matthew's - N. 4	649 0 0	81	57 14 0
440	Nottingham, St. Nicholas' N. 4	800 0 0	210	89 16 8
440	Nottingham, St. Paul's - N. 5	352 13 1	275	156 16 10
440	Nottingham, St. Peter's - N. 4	- - -	20	7 3 4
440	Nottingham, St. Saviour's N. 4	390 6 8	269	122 17 10
440	Nottingham, St. Stephen's N. 4	- - -	82	17 18 4
440	Nottingham, Holy Trinity N. 4	1,027 5 0	238	75 19 9
440	Nottingham, Trinity, Colville Street, Infants - N. 4	154 10 0	95	11 17 6
441	Ollerton - N. 2	236 17 8	204	95 17 6
437	Plcasley Hill B. 12	- - -	18	4 6 8
443	Radcliffe-on-Trent - Ch. 12	- - -	131	47 9 2
439	Radford, New - N. 4	454 0 0	679	319 2 0
439	Radford, New, Bloomsgrove B. 11	- - -	103	49 17 2
439	Radford, St. Peter's - N. 4	150 0 0	121	58 10 0
435	Rampton - Ch. 3	- - -	77	57 11 10
435	Retford, East N. 2	794 15 0	14	3 0 0
435	Retford, St. Saviour's - N. 2	94 17 8	52	14 11 9
435	Retford - W. 10	- - -	304	165 2 2
435	Retford, West N. 2	181 5 0	191	39 12 0
438	Ruddington, Girls and Infants - N. 11	- - -	210	117 6 0
443	Scarrington with Aslacton - N. 5	- - -	50	22 10 0
438	Selston - N. 10	401 0 0	377	204 17 4
436	Shireoaks - Ch. 5	- - -	70	24 13 4
437	Skegby - N. 10	126 0 11	92	49 11 8
439	Snenton - N. 4	*150 0 0	*d*	
	"	200 0 0	80	40 11 10
441	Southwell - N. 6	- - -	238	102 10 11
441	Southwell, Holy Trinity, Infants - N. 1	185 0 0	35	4 15 11
			8	2 15 0
			323	162 0 3
			11	2 13 7
			71	33 9 2
			87	33 4 2
			195	123 0 10
			15	6 7 6
			168	101 4 0
			96	42 0 5

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
444	Stapleford, St. John's - N. 11	- - -	169	*b*
435	Sturton - N. 2	51 8 0	79	45 10 6
437	Sutton-in-Ashfield - N. 7	418 8 4	245	146 13 2
437	Sutton-in-Ashfield - B. 11	*125 0 0	80	28 3 4
415	Sutton-Bonnington, Boys Endowed - Ch. 11	193 0 0	117	48 16 2
415	Sutton-Bonnington, Girls - Ch. 11	243 16 2	16	4 8 4
441	Sutton-on-Trent - N.	*50 0 0	46	*c*
433	Trowell - Ch. 11	- - -	73	29 0 1
441	Upton - N. 2	89 5 0	78	44 4 0
434	Walkeringham - Ch. 2	- - -	40	30 5 0
441	‡Weston, Endowed - Ch.		7	2 0 10
433	Westwood (Selston), Infants - N. 10	- - -	78	42 15 2
435	Wheatley, North - Ch. 2	48 10 4	57	26 10 10
415	Willoughby-on-the-Wolds Ch.	90 0 0	56	31 11 8
438	Wollaton - Ch. 11	- - -	75	45 11 6
436	Worksop Abbey - N. 5	100 0 0	216	111 6 11
436	Worksop, Castle Hill - N. 5	- - -	14	3 18 3
436	Worksop Rectory - N. 5	432 0 0	221	107 9 10
436	Worksop, St. John's, District 5	- - -	115	36 10 9
436	Worksop, St. Mary's - R. *a*		30	4 8 4
			159	59 9 2
	OXFORDSHIRE.			
163	Adderbury - N.	279 4 0		
159	Ardley - N. 5	- - -	60	26 7 2
162	Ascot-under-Wychwood N.			
155	Assendon - R. 5	- - -	27	15 10 0
156	Aston Rowant - N. 4	70 0 0	54	24 11 4
161	Aston-in-Bampton - N.	236 4 0	12	4 0 0
123	Baldon Toot P.			
163	Balscott - N. 3	- - -	31	16 18 10
163	Banbury - N. 2	- - -	303	163 4 0
163	Banbury - B. 6	156 0 0	40	14 5 0
163	Banbury, Central, Infants.		403	233 13 10
163	Banbury, St. John's - R. 5	- - -	91	48 19 1
157	Beckley - N. 4	- - -	44	19 19 6
125	Benson - N. 4	181 10 0	10	3 1 8
125	Benson - B. 6	- - -	91	42 5 10
159	Bicester, B. & G. - N. 5	813 0 0	12	3 16 8
159	Bicester, Infs. N. 5	*45 0 0	118	63 15 2
	" "	163 0 0	307	208 10 2

a Removed from inspection. *b* Refused under Article 51 *a*. *c* Refused under Article 52 *d*.
d Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
160	Bladon - N. 3	- - -	86	38 18 10
			81	36 9 4
163	Bloxham - N. 2	274 10 0	21	7 4 2
163	Bodicote - Ch. 2	- - -	91	50 2 6
161	Bradwell - Ch.			
161	Broughton-cum-Filkins Ch. 5	86 3 0	77	34 15 0
			18	7 8 4
161	Burford-cum-Fulbrooke - N. 4	- - -	194	79 6 0
161	Burton Abbot's - N.	124 12 6		
156	Cadmore End N.	129 0 0		
160	Cassington - Ch. 11	- - -	63	32 6 6
155	Caversham - P. 5	82 0 0	138	62 14 8
			102	42 19 10
162	Chadlington N. 3	- - -	20	5 15 0
162	Chadlington, Infants - N.			
162	Charlbury - B. 6	60 9 0	89	49 1 6
			23	7 14 0
162	Charlbury, Infants - 6	- - -	69	31 14 7
159	Charlton - P. 5	- - -	45	21 6 8
163	Cherwell - B. 6	- - -	203	108 10 10
			34	13 16 8
159	Chesterton Village - Ch. 6	- - -	48	28 14 10
			46	10 7 2
150	Chinnor - N. 4	346 0 0	15	2 12 11
150	Chinnor - B. 10	54 0 0	*a*	
162	Chipping Norton - - B. 6	300 0 0	180	99 19 8
			14	4 5 0
162	Chipping Norton - - N. 2	*100 0 0	201	95 17 4
		495 10 4	18	8 5 0
162	Churchill and Sarsden - N. 2	- - -	122	16 10 0
			12	4 15 0
123	Clifton-Hampden - - Ch. 7	- - -	59	24 15 6
			9	2 9 2
157	Cowley - N. 11	- - -	66	7 13 2
157	Cowley, St. John's - Ch. 10	- - -	*a*	
163	Cropredy - N. 2	270 0 0	117	26 15 11
157	Cuddesdon - N. 4	68 0 0	61	27 6 8
123	Culham - N. 7	67 10 0	57	32 10 2
123	Culham, Oxford Diocesan Practising - 12	146 5 0	66	49 17 4
160	Deddington N.	400 0 0		
125	Dorchester, Boys - - N. 4	*20 0 0	36	12 16 0
			22	6 5 0
125	Dorchester, Girls and Infants - N. 4	- - -	66	28 18 8
163	Drayton - N. 4	- - -	41	15 5 2
161	Ducklington N. 6	243 0 0	46	18 18 2
			42	15 13 6
160	Dunstew - Ch. 5	- - -	10	3 11 8
161	Ensham - N.	228 3 6		
162	Enstone - N.	*56 0 0		
125	Ewelme - N. 4	- - -	71	23 8 9
			9	2 10 10
162	Finstock and Fawler - N. 3	285 4 0	78	25 19 0
			62	32 10 2
159	Fringford - N. 5	- - -	13	4 15 10
157	Garsington Ch. 6	- - -	36	15 8 0
126	Goring - N. 1	- - -	50	22 3 6
161	Hailey - - N. 1	60 0 0	58	29 18 8
163	Hanwell - N. 2	- - -	30	14 0 2
155	Harpsden - P. 6	- - -	29	12 19 0
157	Headington N. 5	237 0 0	94	37 3 0
			25	5 0 10
157	Headington Quarry - Ch. 3	- - -	71	32 15 4
155	Henley-on-Thames - N. 10	647 0 0	292	133 0 6
159	Heyford, Lower - Ch. 10	100 0 0	63	40 8 10
163	Hook Norton - - N. 2	- - -	121	60 10 10
			18	5 18 4
163	‡Hook Norton B.			
157	Horton (Beckley) - - Ch. 5	59 0 0	33	16 16 4
			7	2 10 10
150	Ibstone - Ch. *b*			
157	Iffley - - Ch. 7	- - -	96	44 19 6
125 and 155	Ipsden Union of Schools:— Ipsden. North Stoke. South Stoke. Stoke Row. Woodcote. Checkendon.			
161	Kencott - Ch. 4	- - -	33	13 1 0
160	Kiddington - N. 6	- - -	40	18 5 6
160	‡Kidlington - N.			
155	Kidmore End., St. John the Baptist - Ch. 6	98 5 0	80	37 6 8
			98	51 5 0
162	Kingham - N. 2	- - -	18	6 15 0
			54	18 0 0
159	Kirtlington N. 3	- - -	14	5 1 8
122	Langford - N.	90 0 0		
159	Launton - N. 5	204 0 2	88	47 8 6
			17	4 19 2
162	Leafield - N. 3	*65 0 0	111	33 1 6
161	Leigh, North N. 5	*48 0 0	100	34 19 7
156	Lewknor - N. 4	*83 0 0	51	31 6 4
	" "	31 8 3	8	2 18 4
			46	9 14 5
157	Littlemore - Ch. 11	- - -	12	2 8 4
126	Maple-Durham - P.			
157	Marston - N. 6	- - -	56	16 10 6
			20	4 13 4
156	Milton, Great N. 4	- - -	93	36 18 1
			20	5 15 0
156	Milton, Little N. 4	149 0 0	66	34 18 10
162	Milton-under-Wychwood N. 3	- - -	86	41 2 6
			23	8 10 10
156	Moreton - Ch.	174 0 0		
155	Nettlebed - N. 7	- - -	71	26 10 8
163	Newington, North - N. 4	- - -	75	7 5 10
			15	*c* 9 2 6
163	Newington, South (St. Matthew's) N. 1	*67 0 0	48	12 6 10
	" "	40 0 0		
161	Newland, The Blake.			
155	Nuffield - Ch.			
123	Nuneham - N. 12	- - -	72	47 3 6
158	Oxford, Blue Coat.			
158	Oxford, City U.			
157	Oxford - - R. 5	- - -	24	8 7 0
158	Oxford, St. Aldate's - N. 10	*72 0 0	148	54 17 5
157	Oxford, St. Clement's - N. 10	- - -	193	70 17 8
158	Oxford, St. Ebbe's - N.			

a Due, but not paid. *b* Removed from inspection. *c* For two years.

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	OXFORD—*cont.*	£ s. d.		£ s. d.
157	Oxford, St. Giles' - N. 11	*110 0 0	152	67 18 6
158	Oxford, St. Mary Magdalene - N. 11	- - -	126	58 10 0
158	Oxford, St. Michael's - Ch. 11			
158	Oxford, St. Paul's - N. 11	213 0 8	339	181 6 10
158	Oxford, St. Peter's-in-the-East - Ch. 11	- - *a*	110 116	56 3 2 65 14 0
158	Oxford, St. Thomas-the-Martyr - N. 10	- -	64	22 0 0
158	Oxford - W. 6	76 0 0	205	133 15 2
159	Piddington - N. 4	203 0 0	46 18	25 16 6 7 3 4
155	Pishill - - Ch. 4	- - -	38	10 3 8
161	Ramsden - N. 3	129 0 0	74	38 6 4
162	Rollright, Great - N. 2	155 15 0	67 18	15 2 4 3 5 0
155	Rotherfield (Grey's), Trinity, Infants - - N. 10	60 0 0	102	43 8 10
123	Sandford-on-Thames - N. 7	- - -	63	27 18 2
160	Sandford - N. 3	45 0 0	41	13 10 6
155	Shiplake - N.			
162	Shipton-under-Wychwood N. 2	255 0 0	80 26	16 11 1 6 13 4
163	Shutford - N. 3	- - -	49 17	10 7 1 6 12 6
125	Southstoke - N. *b*	30 0 0		
162	Spelsbury - Ch. 6	- - -	77 18	40 15 0 7 0 0
161	Standlake - Ch. 5	- - -	41	9 15 0
160	Steeple Aston, Radcliffe's Ch. 3	- - -	68 16	29 3 6 5 2 2
160	Steeple Barton - - Ch. 6	- - -	99 15	42 16 6 5 0 10
160	Stonesfield - N. 3	- - -	110 36	53 8 8 13 16 8
159	Stratton-Audley. - - N. 5	- - -	81 11	43 7 10 3 7 6
157	Summertown N. 11	86 0 0*a*	75 113	45 4 0 58 0 8
155	Swyncombe Ch. 4	- - -	45	18 19 8
156	Sydenham (Wenman's) N.	50 0 0		
160	Tackley - N. 3	78 0 0	53	13 16 6
156	Tetsworth - N.	100 0 0		
162	Tew, Great, Endowed - 2	- - -	86	37 10 0
162	Tew, Little - N. " " - "	*30 0 0 10 0 0		
156	Thame " - N. 10 " " - "	*120 0 0 60 0 0	90 12	24 19 1 3 11 8
156	Thame-Royal B. 6	*150 0 0	91	58 16 6
125	Warborough N. 5	45 0 0	72 13	34 2 8 3 19 2
163	Wardington N. 2	- - -	101	46 13 4
155	Watlington - N.	50 0 0		
161	Westwell - N.	40 0 0		
161	Westwell Union of Schools. *c*			
157	Wheatley - N. 4	357 0 0	96 29	43 0 8 8 2 6
126	Whitchurch (Reading) - P. 1	- - -	58	31 11 6
163	Wigginton - N.	164 0 0		
	OXFORD—*cont.*	£ s. d.		£ s. d.
161	Witney - N. 1 " - "	*47 0 0 699 0 0	163 22	80 7 9 7 6 8
161	Witney - W. 6	- - -	197	104 4 0
125	Woodcote - N.	*35 0 0		
160	Woodstock - N. 3	691 0 0	185	87 16 4
160	Woolvercote P. 1)	- - -	84	36 11 8
163	Wroxton - Ch. 3	- - -	67	41 16 0
	RUTLANDSHIRE.			
419	Ashwell - Ch.			
420	Bisbrooke - Ch. 4	- - -	46	13 19 4
419	Braunston - N.	40 0 0		
421	Clipsham - N.	111 2 0		
419	Cottismore - N. 4	- - -	100	61 7 10
419	Empingham, Foster Charity - - N.			
419	Exton - - N. 4	- - -	146	54 8 1
419	Greetham - Ch. 4	- - -	78 12	16 0 6 3 16 8
419	Hambleton - N. " - "	*30 0 0 25 0 0		
421	Ketton - N. 7	263 0 0	129 22	46 17 5 5 4 7
419	Langham - Ch.			
420	Liddington - N.	159 10 0		
420	Luffenham, South - N. 4	76 0 0	64	31 19 10
419	Manton - N. 4	95 4 0	30	4 8 6
419	Oakham - N. 4	589 15 0	294 29	149 7 2 9 15 10
421	Ryhall - N.	*50 0 0		
420	Seaton - - N. 4	222 10 0	51 9	24 5 2 3 9 2
420	Uppingham N. 4	376 6 3	179 46	85 17 5 12 8 4
419	Whissendine N. 4	88 6 3	65 6	23 11 6 1 10 0
420	Wing - - N. 4	84 0 0	72	36 9 6
	SHROPSHIRE.			
359	Acton Burnell N.	32 0 0		
364	Adderley - N. 12	- - -	*a*61 *a*65	42 16 6 44 15 0
357	Albrighton - Ch. 3	- - -	60	37 9 6
359	Alberbury - Ch. 4	- - -	62	41 10 0
363B	Ash - - N.	88 0 0		
366	Aston - - N. 11	80 0 0	84	49 7 10
364	Aston-in-Woore - N.	45 0 0		
359	Battlefield and Uffington - N.			
357	Beckbury - N. 7	96 7 6	42	27 18 0
359	Berrington - N. 3	32 0 0	43	28 3 4
353	Bishop's Castle - N. 6	76 13 4	104	65 0 0
359	Bomere Heath - N.	123 0 0		
356	Bridgnorth, Blue Coat - N.			
356	Bridgnorth, St. Mary and St. Leonard - N. 2	508 10 10	171	102 18 10
356	Bridgnorth, St. Mary's, Low Town - N. 2	334 18 8	122 13	75 11 0 4 7 6
353	Brockton - N.	105 0 0		

a For two years. *b* School pulled down. *c* Group dissolved.

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
358	Broseley - N. 2	806 6 3	236	181 17 0
604	Bucknell - N.	168 10 0		
352	Cainham - N.	*47 0 0		
356	Chelmarsh - N. 2	80 0 0	35	21 10 4
366	Chetwynd - N. 11	180 10 0	63	7 12 7
364	Childs Ercall 12	- - -	73	39 10 8
608	Chirbury - Ch. 10	- - -	64	28 0 0
354	Church Stretton - - Ch. 6	521 2 0	84	33 5 2
352	Clee, St. Margaret's - Ch. 6	- - -	20	7 11 3
353	Clun - - N. 6	- - -	100	62 1 6
353	Clunbury - Ch. 6	257 10 0	74	38 8 6
353	Clungunford N.	287 0 0		
358	Coalbrookdale Company's, Boys - - N. 6	- - -	100 80	68 12 8 29 16 8
358	Coalbrookdale, Girls and Infants - Ch. 6	- - -	152	95 14 10
362	Cockshutt - N.	274 0 0		
359	Cound - Ch. 3	- - -	42	21 0 2
359	Cressage - N.	170 14 0		
352	Culmington N. 3	- - -	58	43 10 0
358	Dawley - N.	208 0 0		
358	Dawley Bank, Infants - N. 1			
358	Dawley, Poole Hill (Coalbrookdale Company's) 2	- - -	491	281 7 4
352	Diddlebury N. 4	- - -	66 21	42 8 10 6 19 2
366	Donnington Wood - N. 11	- - -	231	135 5 6
357	Donington - P. 3	- - -	41 17	10 1 3 6 2 6
364	Drayton, Little - N. 12	145 10 0	189	104 2 4
362	Duddlestone Heath - N. 5	- - -	68	27 16 4
362	Duddlestone, Subscription.			
356	Eardington - N. 2	185 0 0	55	34 14 6
359	Eaton Constantine - N. 3	42 0 0	46	22 8 4
362	Ellesmere - N. 5	- - -	136	64 19 6
365	Ercall, High N.	135 2 6		
361	Frankton, St. Andrew's - Ch.	64 0 0		
357	George's, St. Ch. 7	1,114 10 0	563 96	300 0 2 28 6 1
359	Harley - - Ch.	170 14 0		
362	Harmer Hill Ch. 4	- - -	39	20 1 6
364	Hinstock - N. 11	*60 0 0	112	74 19 6
	" - "	176 0 0	19	6 15 6
364	Hodnet - N. 11	*80 0 0	52	35 17 4
354	Hope Bowdler N.	122 8 0		
608	Hope (in Worthen) - N. 10	70 0 0	56	28 12 10
353	Hopesay - P. 6	- - -	51	34 1 10
362	Hordley - N. 5	55 0 0	39	22 3 4
358	Ironbridge - Ch. 2	759 0 0	158	87 3 8
358	Ironbridge, Severnside N, *a*			
358	Jackfield - N. 3	160 0 0	83	47 8 1
357	Kemberton - N.	100 0 0		
365	Ketley - N. 7	- - -	159	89 7 0
355	Kinlet - - N. 7	87 14 8	36	27 0 0
361	Kinnerley - N. 4	345 0 0	78	58 10 0
565	Kinnersley - Ch. 11	- - -	28	11 13 8

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
365	Lawley Bank - W. 2	- - -	196	90 16 4
360	Leaton - - P. 4	- - -	32	17 18 6
359	Leighton - N. 3	126 17 6	39	18 18 4
366	Lilleshall, Industrial - N. 11	- - -	190 21	111 15 8 6 7 6
362	Lineal - N. 5	- - -	44	33 0 0
604	Llanvair Waterdine N.	127 0 0		
361	Llanymynech Ch. 10	- - -	59	26 19 4
368A	Loppington - N.	75 10 0		
352	Lutllow - N. 6	900 0 0	379 31 335	186 15 3 10 6 8 194 6 6
358	Madeley - N. 3	255 13 4	109	44 0 10
358	Madeley Wood, Lloyd's - P. 3	- - -	65	35 16 2
358	Madeley Wood W. 2	367 0 0	109	52 10 2
361	Maesbury - B. 11	- - -	44	27 10 11
361	Maesbury - N.	42 0 0		
358	Malin's Lee N. 1	- - -	190 24	111 0 10 8 3 4
364	Market-Drayton - N. 12	*170 0 0 213 10 10	251 236	139 10 4 133 15 8
361	" " - " Martin's, St. (The Lodge) N. 5	127 5 0	67	27 3 4
360	Meole Brace N. 4	238 0 0	66	44 2 4
362	Middle - Ch. 4	- - -	87	53 3 10
356	Middleton - R.			
608	Middleton-in-Chirbury - N. *a*	168 0 0		
359	Minsterley - N. 4	- - -	42	1 10 0
361	Moreton - Ch. 5	- - -	63	32 1 2
356	Morville - N. 2	179 0 0	33	20 6 6
352	Munslow - N. 4	- - -	50 8	28 18 4 3 16 8
385	Nash - - N.	75 0 0		
355	Neen and Milson - N.	63 0 0		
353	Newcastle - Ch. 6	- - -	35	17 9 2
365	New Dale (Coalbrookdale Company's) N. 6	- - -	108	44 18 0
366	Newport - N. 11	- - -	58	34 7 10
366	Newport - R. 4	- - -	116	51 8 5
363A	Newtown - N.	93 0 0		
357	Norton (Stockton) - - N. 7	- - -	51	26 16 10
352	Onibury - N.	*30 0 0	310	172 0 4
361	Oswestry - N. 7	360 0 0	9	3 5 10
361	Oswestry - B. 11	*150 0 0	176	82 0 2
360	Oxon - - N. 4	155 6 8	34	19 17 2
359	Pontesbury Ch. 4	288 0 0	135 30	63 7 9 9 17 5
361	Porthywaen N.	*60 0 0		
363A	Prees - - N. 4	160 0 0	111	65 3 6
361	Preeshenlle - B. 11	- - -	50	23 6 8
359	Preston, Gubbald's - N. 4	- - -	25	18 15 0
365	Preston-on-the-Wildmoors N.	36 13 0		
361	Rhydycroesau - - N.	85 0 0		
365	Rodington - N. 6	132 0 0	64	43 2 0
357	Ryton - - N. 7	64 10 0	26	18 10 0
	Salop (South-east District) - - U.			
364	Sambrook - N. 11	211 0 0	42 6	31 1 6 2 0 0

a School closed.

b For two years.

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
361	Selattyn - Ch.	155 9 0		
359	Sheinton - N.	70 0 0		
353	Shelve - N.	45 0 0		
357	Shifnal - N. 7	- - -	187	89 6 3
360	Shrewsbury, Abbeyforegate - B. 1	- - -	76	34 10 6
360	Shrewsbury B. 2	154 18 0	320	154 0 4
360	Shrewsbury, Coleham - N. 5	*120 0 0		
	" " - "	333 17 8	207	116 3 6
360	Shrewsbury, Holy Cross N. 5	180 0 0	118	71 12 10
360	Shrewsbury, St. Alkmond's - Ch. 5	180 0 0	33	9 2 6
			165	81 12 0
			47	20 2 6
360	Shrewsbury, St. Chad's - N. 5	*200 0 0		
	" " - "	1,228 5 0	406	231 7 10
360	Shrewsbury, St. George's Ch. 5	- - -	8	3 10 0
360	Shrewsbury, St. Mary's and St. Michael's - N. 5	74 6 0	132	58 5 1
			278	161 9 6
			59	21 14 2
360	Shrewsbury, St. Mary's - R. 4	- - -		
354	Smethcote - N. 6	- - -	128	70 9 11
363A	Stanton on Hine Heath Ch. 11	- - -	35	16 6 4
352	Stoke, St. Milborough's - N.	116 0 0	39	32 17 1
352	Stokesay - P. 6	289 4 0		
355	Stottesden - N. 7	*125 0 0	46	29 13 0
357	Sutton Maddock - - N.	- - -	42	11 18 2
366	Tibberton - Ch. 11	- - -	89	50 7 8
363B	Tilstock - N.	*60 0 0	7	1 17 6
361	Trefonen - Ch. 5	65 14 6	135	65 19 4
359	Upton Magna - - N. 7	277 0 0		
365	Wellington - N. 7	757 1 8	60	38 11 3
365	Wellington, St. Patrick's R. 4	- - -	263	165 6 6
365	Wellington - W. 2	403 0 0	73	39 5 4
362	Welsh Hampton - - N. 5	207 10 0	202	102 15 4
363A	Wem - - N. 4	150 0 0	64	48 0 0
363A	Wem - - B.	*200 0 0	141	95 18 4
358	Wenlock, Much N. 2	217 14 6	128	84 4 0
359	Westbury - N. 4	204 13 4	83	30 19 10
363B	Whitchurch, Boys and Infants - N. 5	49 0 0	10	1 12 3
			217	134 16 4
363B	Whitchurch, Endowed, Girls - - N. 5	- - -	9	2 9 2
363B	Whitchurch W. 3	344 16 3	77	*a*
			138	77 4 6
			13	5 17 6
361	Whittington N. 5	214 10 0	116	42 15 1
363A	Whixall - N.	150 0 0	13	1 18 4
354	Wistanstow N. 6	427 0 0		
365	Wombridge (Oakengates) N. 7	366 0 0	98	43 14 0
364	Woore, St. Leonard's - N.	99 0 0	190	100 18 10

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
356	Worfield, Endowed.	- - -		
608	Worthen - N. 10	93 0 0	81	41 13 2
365	Wrockwardine - - Ch. 7	121 0 0	91	68 5 0
365	Wrockwardine Wood N. 11	- - -	140	69 19 10
	SOMERSETSHIRE.			
317	Aller - - N. 2	*35 0 0	58	29 15 2
319	Ash - - N.	50 0 0	17	5 5 10
328	Ashton, Long P. 6	478 15 0	93	39 6 6
328	Backwell - N. 3	192 12 6	20	5 11 7
315	Bagborough, West - - P.	*40 0 0		
323	Baltonsburgh N. 1	- - -	39	17 10 2
			12	4 11 8
324	Banwell - P. 3	265 2 6	118	39 5 11
328	Barrow Gurney Ch. *b*		11	4 12 6
317	Barton - Ch. 5	- - -	55	28 10 10
322	Batcombe - N. 6	- - -	46	25 6 4
326	Bath Abbey and St. James', Infant - N. 12	19 19 2		*c*
326	Bath and Bath Forum - B. 3	460 0 0	203	94 8 0
326	Bath, Beacon Hill - - N. 11	- - -	57	35 16 0
326	Bath, Harley Street - B. 3	- - -	75	34 2 1
326	Bath, Octagon Chapel - N. 12	- - -	53	33 4 0
326	Bath - - U.	- - -		
326	Bath - - R. 4	- - -	53	23 14 6
326	Bath, St. Michael's - N. 11	- - -	181	101 12 0
326	Bath, St. Saviour's - N. 10	173 12 8	202	118 5 5
326	Bath, Sutcliffe Industrial.		19	5 19 6
326	Bath, Trim St. Chapel - B. 3	- - -	59	21 17 8
326	Bath, Trinity (Monmouth Place), Inft. 11	- - -	63	27 14 2
326	Bath, Walcot Chapel - W. 3	- - -	112	41 17 5
326	Bath, East Walcot, St. Swithin's, Girls and Infants - 11	215 5 0	162	75 7 6
326	Bath, Walcot, St. Swithin's, Guinea Lane N.11	568 14 0	410	230 13 6
			15	5 0 10
326	Bath, Walcot, Trinity - N. 11	*115 0 0		
	" " - "	464 0 0	127	68 11 4
326	Bath, Weymouth House N. 12	227 11 11		
326	Bathampton N. 11	- - -	205	125 16 0
326	Bath Easton N. 11	984 0 0		*c*
			147	87 16 0
326	Bathwick - Ch. 11	- - -	26	9 13 4
326	Bathwick, Victoria, Inft. - 11	- - -	128	86 14 6
321	Beckington - P. 6	- - -	125	62 13 4
			56	29 15 4

a Refused under Article 52 *d*.

b School closed.

c Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
328	Bedminster - B. 12	623 0 0	395	173 7 8
328	Bedminster, St. Luke's - N. 10	- - -	317	149 2 8
328	Bedminster and St. Paul's District - N. 10	*252 0 0	332	137 15 7
	„ - „	105 9 4		
321	Berkley (Frome) Ch. 5	- - -	36	17 0 6
324	Berrow - N. 4	70 0 0	33	17 3 10
324	Biddisham - N. 4	120 0 0	18	7 6 6
322	Binegar - N.	100 0 0		
315	Bishop's Hull N. 5	129 0 0	45	14 18 4
328	Bishport - N. 2	348 6 9	54	31 6 0
			15	6 9 2
324	Blagden (Charterhouse) - Ch.	193 10 0		
324	Bleadon - N.	146 1 0		
322	Bowlish and Darshill - N. 5	- - -	59	16 16 2
314	Bradford - N. 5	68 6 0	81	56 12 0
313A	Brendon Hill Ch. 4	- - -	45	10 5 2
324	Brent, East - N.	78 3 6		
324	Brent, South N. 4	260 0 0	60	28 9 4
320	Brewham - N.	333 0 0	31	4 2 6
316	Bridgwater (Dr. Morgan's) N. 2	28 2 0	117	*e*
316	Bridgwater (FriarnStreet) B. 11	- -		*a*
316	Bridgwater, General - B. *b*			
316	Bridgwater, Girls - - N. 2	43 10 0	86	52 15 10
316	Bridgwater (St. Mary's, Mount Street), Infants - N. 2	136 15 0	138	55 4 4
316	Bridgwater, West Street N. 2	405 0 0	157	83 10 1
			32	9 14 8
316	‡Bridgwater W. *b*			
327	Brislington - N. 2	853 0 0	146	84 14 6
327	Brislington, Arno's Court Reformatory R.			
328	Bristol, Langdon Street - W. 1	- - -	156	76 16 10
329	Bristol, St. Mary Redcliffe - - N. 10	1,326 0 *c*	450	216 15 8
			49	10 14 2
			420	203 19 8
329	Bristol, St. Mary Redcliffe, Infants (Pyle Street) - N. 10	- - -	202	40 17 4
329	Bristol, Temple Church, Colston's - 10	541 17 6		*a*
329	Bristol, Temple Ch., Infants - Ch. 10	- - -	180	86 1 0
313A	Brompton-Ralph - N.			
313B	Brushford - N.	*22 0 0		
320	Bruton - N. 7	171 15 0	115	54 4 3
			22	5 16 4
321	Buckland Denham - N. 6	102 0 0	94	51 8 4
			17	5 9 2
324	Burnham - N. 4	200 0 0	84	46 15 6
			6	2 0 0
324	Burrington - 6	- - -	75	50 7 4
316	Burrowbridge Ch. 2	- - -	43	22 1 2
323	Butleigh - N. 1	191 0 0	119	55 16 8
			16	5 10 0
319	Camel, West N. 1	65 0 0	37	19 17 10
			10	3 3 4
325	Cameley - P. 7	122 1 3	100	58 17 4
325	Camerton - 4	- - -	109	43 8 6
316	Cannington - N. 3	*140 0 0	135	92 4 6
			28	9 16 8
320	Castle Cary, Infant - Ch. 7	- - -	54	24 15 0
320	Castle Cary and Almsford - - N. 7	214 5 0	80	40 3 2
			28	9 0 0
316	Catcott - N.	37 10 0		
316	Catcott - P. 1	- - -	65	31 16 10
			9	2 10 10
321	Chantry - N. 6	782 2 0	33	23 10 6
318	Chard - - B. 11	- - -	67	25 8 9
318	Chard - - N. 5	24 0 0	187	91 6 0
			71	16 19 2
329	Charlton Horethorne - W. 8	- - -	29	13 17 8
327	Charlton, Queen - N.	178 0 0		
317	Charlton, West - N.			
324	‡Cheddar - N. *d*			
315	Cheddon, Fitzpaine - - N.	80 0 0		
325	Chew-Magna P. 7	30 14 8	88	43 12 6
325	Chewstoke - N.			
323	Chewton Mendip - - P. 5	200 0 0	102	46 10 0
316	Chilton-upon-Polden, Sunday - -	*30 0 0		
319	Chinnock, West Ch. 2	- - -	59	30 8 8
			22	6 6 8
324	Churchill - P. 6	25 16 8	34	16 3 2
325	Clandown - Ch. *d*			
313A	Clatworthy - Ch.			
313A	Cleeve (Old) N. 4	35 0 0	71	35 1 10
328	Cleeve, Trinity Ch.	207 0 0		
328	Clevedon - N. 6	*25 0 0	120	69 2 6
	„	657 0 0		
325	Clutton - N.	*44 0 0		
325	Clutton - B. 4	- - -	51	19 17 2
319	Coker, East - B. 4	- - -	153	71 13 2
			28	7 8 4
321	Coleford - Ch.	*60 0 0		
	„ W.	134 14 4		
321	Coleford W.			
326	Combe Down N. 1	35 10 0	99	30 14 6
315	Combe Florey N.	30 0 0		
318	Combe, St. Nicholas - N. 5	- - -	82	15 16 7
316	Combwich - N.	185 0 0		
324	Compton, Bishop - N.	50 0 0		
327	Compton, Dando - N. 2	226 0 0	37	16 16 0
325	Compton Martin - N. 5	55 0 0	49	4 9 1
320	Compton Pauncefoot N. 3	- - -	60	35 1 6
			19	6 4 2
320	Congresbury N. 3	- - -	70	32 15 6
			9	2 5 10
315	Corfe - - P. 5	- - -	38	21 9 0
327	Corston - N.	74 0 0		
323	Coxley - - N.	60 0 0		
322	Cranmore, East and West - - N. 3	13 9 0	41	20 4 4

a Due, but not paid. *b* School closed. *c* For two years. *d* Removed from inspection.
e No grant claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
318	Crewkerne - N. 2	250 0 0	147	100 5 0
315	Curry, North N. 2	240 8 4	112	54 14 11
			23	8 1 3
317	Curry Rivel - P. 5	- - -	57	24 16 0
			20	6 13 4
313A	Cutcombe, Endowed - N.			
323	Dinder - Ch. 5	- - -	20	9 14 6
322	Doulting - N. 3	- - -	68	36 18 2
			14	4 6 8
325	Downside, Ch. Ch. - N.	85 0 0		
323	Dulcote - N. 5	- - -	33	21 11 0
313B	Dulverton - N. 4	342 8 0	129	37 4 0
328	Dundry - N.	296 0 0		
326	Dunkerton - N. 5	80 0 0	24	11 6 10
313A	Dunster - Ch. 4	- - -	53	25 2 11
313A	Dunster - W. 11	159 12 0	33	12 2 1
328	Easton in Gordano - N.	87 0 0		
316	Eastover - P. 2	175 10 0	204	92 11 8
			59	18 19 2
313A	Elworthy - N.	*50 0 0		
322	Evercreech, Ch. Ch. - N. 6	675 9 0	151	68 11 4
313B	Exmoor - N.			
328	Failand - N.	*40 0 0		
	" "	23 15 6		
325	Farmborough P. 7	315 12 0	53	26 3 4
328	Flax Bourton N.			
258	Freshford - Ch.	104 15 0		
321	Frome, Ch. Ch. N.	181 0 0		
321	Frome, Milk Street - B. 2	37 10 0	158	79 9 0
321	Frome-Selwood, Boys - - N. 7	62 9 4	78	45 17 6
321	Frome-Selwood, Girls- N. 7	- - -	112	52 2 8
321	Frome, Trinity N. 7	166 19 8	126	58 5 2
			112	50 0 6
321	Frome - W. 2	- - -	32	9 17 6
323	Glastonbury N. 1	335 12 6	278	121 3 6
			26	8 5 0
316	Greinton - P.			
313A	Gupworthy Ch. 4	- - -	43	19 12 0
317	Hambridge - N.	100 0 0		
319	Hardington Mandeville N.			
325	Harptree - B.			
325	Harptree, East P.			
319	Haselbury Plucknett - N. 5	- - -	78	47 8 6
315	Hatch-Beauchamp - N.			
319	Hendford - Ch. 1	447 5 0	187	103 9 4
324	Highbridge - N. 4	116 0 0	77	47 4 10
317	High Ham - Ch. 2	250 15 0	87	46 17 0
			34	11 16 8
318	Hinton, St. George - N. 5	287 0 0	88	45 17 6
323	Horrington, East - - Ch. 5	- - -	41	18 3 6
320	Horsington - N.	378 0 0	—	
313B	Huish-Champflower - N.			
316	Huntspill - N.			
324	Hutton - Ch. 4	- - -	38	25 5 0
319	Ilchester - N.	*79 0 0		
318	Ilminster - N. 5	500 0 0	172	75 16 0
317	Keinton-Mandeville - N.	42 0 0		

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
328	Kenn - N.	37 10 0		
327	Keynsham - P. 2	568 0 0	140	70 1 2
327	Keynsham - B. 3	- - -	95	39 12 10
321	Kilmersdon - Ch. 6	309 0 0	60	33 14 0
267	Kilmington N. 2	- - -	50	14 19 3
317	Kingsdon - N.	*52 0 0		
328	Kingston Seymour - - P.	223 0 0		
314	Langford Budville - - N. 2	- - -	55	28 6 6
			8	3 6 8
321	Leigh-on-Mendip, St. Giles - - N. 3	- - -	53	34 2 0
319	Limington - N.	*35 0 0		
325	Littleton, High N. 7	144 11 4	63	23 7 1
324	Locking - N. 4	116 0 0	13	6 19 8
313A	Longford - N.	310 0 0		
320	Lovington - Ch. *a*			
321	Lullington - B. 2	- - -	54	23 11 4
			10	3 5 0
324	Lulsgate (Wrington) N. 6	- - -	30	13 16 4
313A	Luxborough N.			
326	Lyncombe, St. Luke's, Rushill - Ch. 11	43 12 9	84	38 19 4
326	Lyncombe, St. Mark's - N. 10	235 0 0	312	170 1 0
			62	18 16 8
324	Mark - - N. 4	123 6 8	52	16 4 6
321	Marston Biggott Ch. 7	- - -	53	34 10 0
319	Martock - N. 2	158 8 0	155	92 3 6
			65	25 4 2
323	Meare - - N. *a*			
321	Mells - - Ch. 6	- - -	135	87 8 2
			16	5 3 4
318	Merriott - N. 2	*66 0 0	125	67 5 10
316	Middlezoy - N.	133 0 0		
325	Midsomer, Norton - N. 7	165 15 5	160	41 2 10
			32	6 7 0
325	Midsomer, Norton - W. 12	- - -	126	64 9 11
320	Milborne Port - - N. 2	- - -	176	82 0 10
320	Milborne Port - - B. 4	- - -	72	38 12 8
314	Milverton - N. 2	- - -	170	78 14 2
			20	7 8 4
313A	Monksilver - N.	76 0		
319	Montacute - N. 2	175 6 4	122	78 0 8
			48	17 9 4
319	Mudford - N.	81 0 0		
328	Nailsea - P. 10	- - -	118	29 4 11
328	Nailsea Ch. Ch. N.	150 0 0		
313A	Nettlecombe, Yard - - 11	- - -	48	22 17 8
316	Northmoor Green - Ch. *b*	26 6 0		
319	Norton - Ch. 2	- - -	63	31 6 6
			17	6 10 10
321	Norton, St. Philip's Neilds - N.	40 0 0		
322	Oakhill - Ch. 5	- - -	54	32 8 8
322	Oakhill - B. 2	- - -	66	33 19 8
325	Paulton - N. 7	185 12 8	209	90 16 4
			13	3 10 10
325	Paulton - W. 2	- - -	86	34 4 11
322	Pennard, East N.	35 0 0		
323	Pennard, West Ch. 1	239 17 0	86	54 14 0
320	Penselwood N.	69 0 0		

a Removed from inspection.

b School closed.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
316	Petherton, North - N. 2	*150 0 0 40 19 8	123 19	59 2. 0 5 4 2
316	Petherton, North (Congregational) B. 2	- - -	99	25 17 4
319	Petherton, South - N. 2	- - -	188	42 9 4
328	Pill (Benevolent) - 3	655 0 0	259	157 17 2
322	Pilton - - N.	40 0 0		
315	Pitminster - N. 2	145 0 0	58 24	31 14 8 8 18 4
328	Portishead - N. 5	228 15 0	69	49 0 0
276	Poyntington Village - 11	- - *a*	25 11	16 7 7 8 18 4
325	Publow - N. 7	- - -	80	37 10 4
316	Puriton, Charity Ch.	184 10 0		
325	Radstock - N. 7	639 18 0	130	62 7 6
276	Rimpton - N. 11	32 0 0	24 8	11 15 7 3 10 11
321	Road - - W. 2	- - -	75	37 4 8
314	Rockwell Green. N. 5	12 0 0	176 68	101 18 2 24 18 4
323	Rodney Stoke Ch.			
315	Ruishton - N. 5	133 0 0	42	19 19 10
313A	Sampford, Brett, St. George's N. 4	- - -	48	29 17 8
318	Seavington, St. Michael's N.	45 0 0		
318	Shepton Beauchamp - N.	*60 0 0 202 4 0	94	42 6 2
322	Shepton Mallet N. 5	1,062 12 0	321 36	155 14 8 8 14 5
322	Shepton Mallet B. *b*			
320	Shepton Montague - - N. 3	- - -	32	16 17 4
324	Shipham - N. 3	*40 0 0 17 10 0	43	23 15 8
317	Somerton, Free Ch. 2	- - -	72 46	42 17 11 15 0 11
317	Somerton Montecleffe N. 2	- - -	87	46 18 4
316	Spaxton - N. 3	- - -	81	58 13 10
313A	Stogumber - Ch. 4	16 0 0	90	45 17 4
313A	Stogursey - 3	- - -	147	82 11 0
315	Stoke, St. Gregory - 2	351 0 0	100	61 8 0
322	Stoke, St. Michael's - N. 5	- - -	78 13	42 17 0 4 5 10
326	Stoke, South Ch. 2	- - -	50	30 17 6
320	Stoke, Trister N.	22 0 0		
325	Stowey - Ch. 7	- - -	28	14 18 10
316	Stowey-Nether Ch. 3	114 0 0	85	54 1 4
316	Stowey Over Ch. 3	- - -	69	52 7 10
322	Stratton - N. 5	282 0 0	64 15	41 19 0 4 19 2
323	Street and Walton - B. 2	*100 0 0 689 2 0	100	41 16 5
325	Sutton Bishop N.	70 0 0		
317	Sutton, Long Ch. 1	21 0 0	42 24	23 7 2 10 3 4
315	Tangier (Taunton).			
315	Taunton - B. 11	*75 0 0 203 8 4	229	98 14 0
315	Taunton, Central - N. 2	*185 0 0 431 17 6	330	177 2 0
315	Taunton, Orig-inal Infant 11	27 0 0	103 87	43 4 4 40 11 2
315	Taunton - U.			
315	‡Taunton, St. George's - R.			
315	Taunton, St. James' - N. 1	28 17 7	147 16	71 16 10 5 1 8
315	Taunton, Trinity N. 2	- - -	133	58 14 2
320	Temple Combe N. 2	60 0 0	48	27 0 0
324	Theale - - N.	112 10 0		
315	Thorn Falcon N.			
316	Thurluxton - Ch. 2	- - -	32	19 15 0
328	Tickenham - N.	98 0 0		
313A	‡Timberscombe, Endowed - N.			
325	Timsbury - N. 7	95 0 0	142 15	76 8 6 8 0 10
313A	‡Treborough N.			
326	Twerton - Ch. 11	636 6 0	136 39	80 8 2 14 10 10
321	Wanstrow - N. 3	72 0 0	32	10 14 4
314	Wellington - N. 5	- - -	207	113 0 0
314	Wellington - B. 11	- - *a*	123 38 120 43	66 17 4 13 13 4 81 16 0 16 4 2
326	Wellow - N. 2	128 0 0	53 11	23 2 0 3 12 6
323	Wells, Blue Coat.			
323	Wells, Central 5	1,400 0 0	271 32	145 9 10 10 15 0
323	Wells, East, St. Thomas' N.			
323	Westbury - N. 5	- - -	40	21 10 10
326	Weston (near Bath) - N. 11	266 0 0	251 9	149 6 0 2 15 10
326	Weston (Bath), St. John's Ch. 11	- - -	88	43 16 10
324	Weston-super-Mare - - N. 4	320 0 0	241	120 16 4
324	Weston-super-Mare - - B. 3	169 13 4	154	66 0 0
324	Weston-super-Mare Ch. Ch. N. 4	- - -	153	71 7 8
324	Weston-super-Mare, Emmanuel, Infants - - N. 4	- - -	159	82 1 2
316	Weston Zoyland - - N. 3	66 4 0	75 13	43 0 0 4 0 10
326	Widcombe (Bath) - N. 10	171 5 4	322 9	191 19 10 2 17 6
326	Widcombe (Girls and Infants) - P. 10	- - -	129	67 17 4
320	Wincanton - N. 3	*130 0 0 29 10 0	86	38 16 4
328	Winford - N.	96 0 0		
324	Winscombe - B.	*50 0 0		
318	Winsham - N. 5	- - -	101 12	48 5 0 4 5 0
321	Witham Friary Ch. 3	- - -	56	12 13 6
314	Wiveliscombe N. 5	176 0 0	166	80 8 0
324	Woodborough B.			
323	Wookey - N. 5	238 14 0	136	77 3 0
313A	Wootton-Courtney - - Ch. 4	- - -	82 9	33 5 5 0 4 1

a For two years.

b School closed.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
323	Wootton, North N.			
324	Worle - N. 3	187 0 0	92	54 5 8
328	Wraxall, Trinity N. 5	- - -	88 8	39 9 5 2 18 4
324	Wrington - N 6	*35 0 0	122	73 14 9
	" - "	706 0 0		
321	Writhlington N.	30 0 6		
328	Yatton - N. 7	*72 0 0	97	58 8 10
	" "	103 15 0		
328	Yatton - B.			
319	Yeovil, St. John's (Boys, Girls, and Infants) - Ch. 1	268 8 8	385	258 13 6
	STAFFORDSHIRE.			
374	Abbot's Bromley - N.	99 0 0		
378	Acton, Trussell - and Bednall - N. 3	353 0 0	95 13	46 7 10 3 2 6
366	Adbaston - N.	61 0 0		
389	Aldridge (Girls and Infants) 1	- - -	35	39 13 2
377	Alrewas - N. 11	460 0 0	150	72 9 0
369	Alsager's Bank, Mixed - N.	*130 0 0		
	" "	20 0 0		
373	Alton - - N. 9	116 10 0	72	32 16 0
373	Alton, St. John's - R. 10	- - -	89 40	16 14 10 13 1 4
383	Amblecote - N. 5	656 0 0	242 46	131 12 6 19 13 4
383	Amblecote (Dennis' Park) N.	206 0 0		
384	Arley (Upper) N. 5	404 0 0	82 10	40 10 0 3 8 4
364	Ashley - - N. 12	400 0 *a*	71 83	25 19 8 51 0 4
368	Aston-in-Stone, St. Michael's - R.			
368	Aston, St. Saviour's - N. 10	80 0 0	77	50 15 8
369	Audley, Mixed N.	313 10 0		
369	Audley, Village, Girls' N. 9	*130 0 0	129	56 10 0
	" "	135 7 6		
369	Audley - W. 12	- - -	191	76 3 0
380	Barr, Great N. 1	570 0 0	51	28 10 2
367	Berkswich - N. 12	*50 0 0	43	20 12 0
369	Betley - - N. 9	256 0 0	133	90 12 4
457	Biddulph Moor N. 3	155 6 8	89	47 12 6
379	Bilston - R. *b*	*150 0 0		
379	Bilston, St. Joseph's - R.			
379	Bilston, St. Leonard's - N. 12	1,480 10 0	271 59	128 12 4 17 4 2
379	Bilston, St. Leonard's, Infts, - - 12	- - -	32	13 9 4
379	Bilston, St. Luke's - N. 12	175 10 0		*c*
379	Bilston, St. Mary's - N. 12	655 4 0	249	106 4 8
379	Bilston, Holy Trinity - R. 10	- - -	299	78 16 3
379	Bilston - W. 3	- - -	74	36 0 6
378	STAFFORD—*cont.* Bishop's Wood N. 3	£ s. d. 273 0 0		£ s. d.
380	Blakenhall - N. 1	395 12 6	44	24 7 10
380	Blakenhall Heath - N.	230 0 0	123	59 8 6
447	Blore and Swinscoe - N. 10	112 15 0		
380	Bloxwich - N. 1	1,002 16 0	24	11 3 0
357	Blymhill - P. 11	416 0 0	367	175 7 6
377	Bony Hay - W. 3	- - -	69	43 5 0
379	Bradley, St. Martin's - N. 12	218 15 0	57	30 9 7
374	Bramshall Ch.		235	108 10 8
377	Brereton - N. 12	125 0 0		
378	Brewood - N. 3	652 0 0	45	*d*
378	Brewood, St. Mary's - R. 9	- - -	127	72 10 4
383	Brierley Hill N. 1	*270 0 0	72	39 13 8
	" "	150 0 0	330	128 18 2
383	Brierley Hill W. 4	- - -	22	4 10 0
			139	95 14 6
370	Brindley Ford W. 11	- - *a*	78 18 63	35 11 6 6 10 0 33 12 2
383	Brockmoor - N. 1	300 0 0	15	6 4 2
381	Bromwich, West, All Saints' - N 2	118 18 6	75 380 57	31 12 6 171 1 11 19 13 0
381	Bromwich, West, Ch.Ch. N. 2	665 14 0	281 41	130 16 4 15 12 6
381	Bromwich, West, Ch.Ch. Newhall St. N. 2	- - - -	161	67 11 6
381	Bromwich, West, Ebenezer Independent - -	100 0 0		
381	Bromwich, West, Gold's Hill, Ironworks - Ch. 2	- - -	395 54	201 2 4 14 8 4
381	Bromwich, West, Hill Top - - W. 4	- - -	266 16	136 17 2 4 8 4
381	‡Bromwich, West - - R.			
381	Bromwich, West, St. Andrew's - N. 3	- - -	333 27	144 19 0 8 14 2
381	Bromwich, West, St. James', Hill Top - - N. 2	400 0 0	288	146 15 6
381	Bromwich, West, St. Peter's - N. 2	427 10 0	346 72	172 16 4 27 5 0
381	Bromwich, West, Summit - - B. 4	- - -	297 41	153 17 0 14 15 10
381	Bromwich, West, Holy Trinity - N. 2	297 10 0	315 28	146 9 2 4 13 4
381	Bromwich, West - - W. 4	1,800 0 0	489	260 10 8
372	Brown Edge N.	131 11 0		
371	Bucknall - N. 5	87 15 0	66 4	23 8 6 1 8 4
370	Burslem, St. John's - N. 3	42 16 8	340 26	198 13 2 8 13 4
370	Burslem, St. Paul's, Dale Hall - - N. 3	*150 0 0	198	93 2 0
	" " "	145 13 0	20	7 16 8

a For two years. *b* School closed. *c* Due, but not paid. *d* Refused under Article 52 *d*.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
370	Burslem, St. Paul's (Sytch) N. 3	134 10 0	81	36 2 2
370	Burslem - W. 11	441 0 0	433	223 8 6
375	Burton-on-Trent (Anderstaff Lane), Mixed - N. 11	100 0 0	97	54 12 0
375	Burton-on-Trent - B.	264 3 4		
375	Burton-on-Trent, Ch. Ch. N. 11	971 0 0	613	305 10 6
375	Burton-on-Trent, Trinity - N. 11	504 4 0	340	179 4 6
378	Bushbury - N. 3	- - -	82	40 10 0
			16	5 8 4
380	Caldmore - N. 3	297 2 6	139	60 5 3
			36	19 17 4
377	Cannock Chase Colliery - 11	- - - *a*	233	121 7 4
			257	124 19 6
378	Cannock, Endowed - N. 3	- - -	109	49 11 6
378	Cannock, Infant - - Ch. 3	- - -	67	32 8 8
382	Capponfield Ironworks Ch. *b*			
367	Castletown, St. Thomas Ch. 10	67 10 0	161	67 18 4
373	Cauldon, Low N. 9	100 0 0	57	36 11 6
			80	45 10 2
373	Caverswall - N. 6	215 15 0	13	4 15 10
373	Caverswall, East Vale - N.	190 5 0		
373	Caverswall - R. 10	- - -	59	33 13 8
373	Cheadle - N. 6	615 14 8	283	147 5 10
373	Cheadle, St. Giles' - - R. 10	- - -	179	120 15 2
373	Cheadle, St. Wilfred's - R.			
368	Chebsey - N.	162 17 6		
373	Cheddleton - N. 9	221 4 6	103	66 8 8
378	Cheslyn Hay B.	*100 0 0		
370	Chesterton - N. 4	876 0 0	244	101 9 2
			93	26 0 10
369	Chorlton - N.	68 0 0		
378	Church Eaton Ch.	181 0 0		
376	Clifton Campville - - N. 11	- - -	48	19 14 4
370	Cobridge - N. 4	- - -	189	96 19 1
370	Cobridge, St. Peter's - R. 10	- - -	160	91 5 8
379	Codsall - - N. 11	230 0 0	124	56 12 8
377	Colton - Ch. 12	- - -	72	*c*
382	Corngreave's British Iron Company's - 5	- - -	336	178 11 0
			68	25 0 0
382	Coseley, Ch. Ch. - - N. 10	193 0 0	320	184 10 4
			33	6 15 10
382	Coseley (Darkhouse Chapel) - B. 3	*150 0 0	101	48 6 6
			16	4 10 0
382	Coseley (Prince's End) - - N. *b*	318 0 0		
382	Coseley, West N. 10	252 0 0	259	114 0 0
368	Cotes Heath N.	75 0 0		
378	Coven - Ch. 3	274 0 0	79	46 2 10
368	Cranberry Alley (Cote's Heath) - N.	*25 0 0		
373	Creswell, St. Mary's - R. 10	- - -	52	28 2 6
368	Croxton - N. 2	163 0 0	50	13 0 11
380	Darlaston - B.	*300 0 0		
380	Darlaston (Old Church) - N. 3	489 5 0	371	166 14 1
			60	21 13 8
380	Darlaston Green, St. George's - N. 3	373 10 0	128	71 14 6
			21	8 15 10
380	Darlaston - W. 4	- - -	119	50 5 10
373	Dearstone - Ch. 9	- - -	52	21 16 4
373	†Dilhorne, Endowed Free N.			
374	Draycott-in-Hanbury - N. 11	95 0 0	88	57 19 8
373	Draycott-le-Moors - N. 6	271 0 0	35	16 0 4
368	Dresden - Ch. 10	- - -	206	89 15 6
382	Dudley Port, Primitive Methodist - 2	- - -	82	36 18 4
			32	7 8 4
368	Eccleshall - N. 2	279 3 9	164	87 9 8
368	Eccleshall, Offley Hay N.	147 2 6		
371	Edensor - Ch. 3	252 7 6	120	54 17 6
			10	4 1 8
447	Ellastone - N. 10	422 0 0	109	61 13 0
367	Ellenhall - N. 2	- - -	32	10 13 2
379	Enville - P. 5	- - -	79	52 9 2
378	Essington - N. 3	115 3 6	83	40 13 8
			11	3 12 6
371	Etruria - N.	245 0 0		
371	Etruria - B. 11	- - *a*	151	86 14 8
			140	84 8 0
371	Etruria, Unsectarian - - 11	- - -	143	76 12 4
			11	3 15 10
			163	81 16 0
382	Ettingshall - N. 12	223 2 11	33	9 4 2
379	Ettingshall - W. 3	200 0 0	128	72 17 4
379	Ettingshall, Infant - W. 3	- - -	119	54 14 8
376	Fazeley - Ch. 11	310 10 0	193	94 9 0
			49	17 4 2
			405	204 7 7
371	Fenton - N. 3	- - -	163	41 14 3
371	Fenton, China Street - N. 3	- - -	158	45 18 4
367	Forebridge - N. 10	170 0 0	129	51 14 10
373	Forsbrook - N. 5	185 0 0	37	19 10 2
367	Fradswell - N.			
373	Froehay, St. Chad's - N. 6	355 1 2	89	56 18 8
457	Gillowshaw Brook - W. 7	- - -	133	66 7 10
			21	7 0 10
370	Goldenhill - N. 3	204 13 4	225	111 12 4
			19	6 7 6
382	Gornal - - B.	*150 0 0		
382	Gornal, Lower N.	300 0 0		
382	Gornal, Upper N. 7	218 0 0	111	57 4 4
			10	3 15 0
369	Halmer End N. 9	125 16 8	89	49 1 4
377	Hamstall-Ridware - - N. 12	- - - *a*	48	23 9 2
			60	29 15 10
375	Hanbury - N. 11	150 0 0	79	29 5 0
381	Handsworth, Old - - N. 3	- - -	133	73 16 8
			10	3 16 8
381	Handsworth Island Cottage Industrial Home.			
381	Handsworth, St. James' - N. 3	65 0 0	186	80 1 4
381	Handsworth, St. Michael's N. 3	317 0 0	245	134 3 4
			17	5 12 6

a For two years. *b* School closed. *c* Refused under Article 52 *d*.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
368	Hanford - N. 10	178 7 6	140	67 13 2
			15	4 14 2
371	Hanley - N. 4	- - -	421	229 2 2
			49	11 15 10
371	Hanley, Bethesda - B. 11	- - *a*	260	124 9 4
			251	126 18 2
371	Hanley - R. 10	- - -	268	141 16 8
			50	14 16 8
371	Hanley - W. 11	- - -		*b*
393	Harborne - B. 6	- - -	148	73 2 4
393	Harborne - N. 3	*140 0 0	97	45 5 4
	" " "	86 10 0		
393	Harborne Heath, St. John's - Ch. 3	366 5 0	167	87 10 4
370	Harriseahead W. 11	- - -	66	31 14 8
371	Hartshill - N. 4	- - -	200	109 4 10
367	Haywood, St. John the Baptist's - R. 9	270 0 0	23	16 19 0
			19	7 12 6
378	Hednesford Ch. 3	202 2 6	88	30 0 10
366	High Offley, St. Mary's - N.	208 0 0		
368	Hilderstone N. 10	- - -	58	33 9 0
367	Hixon, St. Peter's - N. 6	194 8 0	67	36 3 8
373	Hollington - N. 6	- - -	53	20 12 2
371	Hope, Trinity N. 5	- - -	119	45 15 2
375	Horninglow - N. 10	40 0 0	74	36 11 0
372	Horton Lee - N. 6	100 0 0	39	17 0 4
367	Hyde Lea, Infant - Ch. 2	204 0 0	17	7 0 0
373	Ipstones - P. 9	302 2 0	139	70 11 5
369	Keele - - Ch. 9	- - -	36	32 6 6
370	Kidsgrove - N. 5	- - -	471	257 14 10
			77	24 14 2
370	Kidsgrove - W. 5	- - -	138	68 2 2
			18	8 0 0
377	Kings Bromley, Infants' N.	30 0 0		
377	Kings Bromley - P. 11	- - -	62	36 5 2
381	Kingshill - Ch. 4	- - -	159	65 4 2
373	Kingsley, Infants' - Ch. 9	- - -	79	22 9 5
383	Kingswinford, Glynne - N. 6	177 10 0	104	47 2 7
383	Kingswinford (Oak Farm Ironworks) N.	800 0 0		
383	Kingswinford, St. Mary's - N. 6	340 0 0	187	94 6 8
			18	6 6 8
379	Kinver - N. 5	*55 0 0	241	108 17 6
	"	283 15 0		
366	Knightley - N.	129 6 8		
457	Knypersley Ch. 3	- - -	139	60 6 4
378	Lapley and Wheaton Aston - N. 3	324 0 0	66	32 4 2
380	Leasowe (Shaw's) - N.			
372	Leek - - B. 5	- - -	45	26 15 2
			17	8 9 2
372	Leek, Brunswick, Infants' - W. 5	- - -	68	30 16 8
372	Leek, Compton, Infants' - - 2			
372	Leek, Parish Church - N. 2	*350 0 0	200	151 14 1
	" " "	85 0 0	28	10 11 8
372	Leek, St. Luke's - N. 9	243 0 0	211	146 19 10
372	Leek (West Street) - W. 5	- - -	102	57 9 2
374	Leigh, Endowed Free c	311 0 0		
374	Leigh - - N. 6	- - -	105	40 15 6
377	Lichfield, St. Mary's - N. 11	213 15 0	205	110 9 8
377	Lichfield, St. Michael's - Ch. 11	295 14 6	146	62 5 2
377	Longdon - N. 2	116 14 0	84	46 9 0
371	Longton - N. 3	*125 0 0	569	334 11 8
	"	879 15 0	95	41 9 2
371	Longton, Mount Pleasant, Mixed 3	- - -	153	67 8 10
371	Longton, St. Gregory's - R. 10	- - -	298	169 10 10
			70	29 5 0
371	Longton - W. 11	- - -	—	*b*
369	Madeley, Endowed - N. 6	- - -	81	12 11 3
380	Maryvale, Industrial - R.			
447	Mayfield - N. 10	355 4 0	103	53 14 6
368	Milwich - N. 10	- - -	45	25 13 8
368	Moddershall N.	105 0 0		
366	Moreton (in Gnosall) - N. 12	84 0 0	57	27 8 9
370	Mowcop - N. 5	157 10 0	120	53 18 10
			24	6 11 8
381	Moxley - N. 4	*200 0 0	220	119 3 2
	"	60 0 0	16	4 14 8
374	Newborough N. 6	- - -	39	19 17 8
369	Newcastle-under-Lyne N. 9	90 16 8	472	192 8 2
369	Newcastle-under-Lyne B. 12	*350 0 0		
	" " "	67 16 7		*b*
369	Newcastle-under-Lyne, St. George's N. 9	*75 0 0	208	97 8 8
	" "	693 0 0		
369	Newcastle-under-Lyne, St. Patrick's R. 9	- - -	304	160 11 8
			77	27 4 2
370	Newchapel - N.	152 0 0		
366	Norbury - N. 11	52 6 8		
368	Normacot - N. 10	- - -	108	56 17 4
371	Northwood - N. 5	775 17 6	377	178 12 6
			21	6 12 6
378	Norton Canes N. 3	153 10 0	117	24 13 2
			13	2 16 10
372	Norton-in-the-Moors - N. 5	109 17 0	142	48 11 7
373	Oakamoor - N.	196 0 0		
382	Ocker Hill - N. 10	615 0 0	263	147 12 0
377	Ogley Hay, St. James' - N. 11	598 18 0*b*	184	91 13 7
			246	124 11 8
377	Ogley Hay (Brownhills) St. Thomas Ch. 11	81 0 0	56	21 14 7
382	Old Hill, Methodist New Connexion - 1	- - -	128	60 1 4
368	Oulton - - N. 10	142 0 0	38	17 12 4
380	Pelsall - - N. 3	152 0 0	154	79 1 0
380	Pelsall - - R.	*100 0 0		
380	Pelsall - - W. 3	- - -	182	84 12 0
380	Pelsall, Health End - - W. 3	- - -	63	29 16 8
371	Penkhull, St. Thomas' - N. 4	385 10 10	269	146 15 10
			26	7 10 0

a For two years. *b* Due, but not paid. *c* Incorporated with Leigh, N.S.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
378	Penkridge - N. 3	- - -	176	81 13 0
379	Penn, St. Philip N. 11	- - -	78	36 5 8
383	Pensnett, Boys and Girls - N. 5	735 0 0	236	133 10 2
			60	19 0 0
383	Pensnett, Infants - N.	70 1 6		
383	Pensnett - B. 4	- - -	178	104 17 0
			47	19 0 10
380	Pleck and Bescott - N. 2	542 18 8	224	110 15 8
			31	8 0 10
383	Quarry Bank N. 7	302 0 0	69	31 16 0
			16	4 16 8
374	Rocester - N. 9	122 0 0	90	48 19 2
375	Rollestone - Ch. 11	- - -	86	45 6 2
367	Ronton - N.	37 6 8	35	18 16 4
382	Rowley Regis N. 7	218 0 0	213	117 15 2
			32	12 0 0
377	Rugeley, Girls N. 2	- - -	70	8 8 1
377	Rugeley (Prince of Wales') - N. 2	274 15 0	191	*a*
377	Rugeley, St. Etheldreda's R.			
377	Rugeley - W. *b*			
380	Rushall - N. 3	160 0 0	80	33 14 5
			6	2 0 0
380	Rushall Butts N. 3	294 15 0	168	75 6 4
			41	16 9 2
368	Sandon - N.			
382	Sedgley (Catchem's Corner) - N.	*175 0 0		
382	Sedgley (Straits and Can Lane) N.	*130 0 0		
371	Shelton, Ashley St. - 5	- - -	63	24 0 5
371	Shelton, Granville - - N. 4	- - -	353	190 11 4
			45	13 19 2
371	Shelton, St. Mark's - N. 5	*195 0 0	277	122 15 6
	"	105 0 0		
377	Shenstone - N. 11	*97 0 0	50	26 9 0
	"	445 0 0		
357	Sheriff Hales, " Duke of Sutherland's 11	- - -	75	44 3 8
379	Short Heath (Willenhall) W. 3	- - -	55	25 9 4
370	Silverdale - N. 4	507 15 9	317	156 18 0
372	Smallthorne N. 3	67 10 0	189	53 0 0
			55	18 15 10
393	Smethwick - N. 3	374 0 0	369	204 5 2
			62	18 15 0
393	Smethwick (Chance's) - N. 3	- - -	439	233 1 6
			170	37 2 6
393	Smethwick, Old Church Ch. 3	- - -	84	38 7 4
393	Smethwick - R.	220 0 0		
393	Smethwick, St. Matthew's N. 3	808 19 0	411	246 17 8
			62	25 3 4
393	Smethwick - W. 3	300 0 0	117	74 16 8
370	Sneyd - - N. 6	342 10 0	218	124 2 2
367	Stafford - B. 4	*150 0 0	174	82 6 10
367	Stafford, Ch. Ch. - - N. 10	- - -	214	91 3 0
			37	11 14 2
367	Stafford, Eastgate St., Infts. 10	- - -	85	42 5 10
367	Stafford, St. Augustine's R. 9	- - -	94	45 6 2
367	Stafford, St. Mary's - N. 10	989 0 0	339	173 5 0
367	Stafford, St. Patrick - R. 9	- - -	245	84 6 4
	STAFFORD—*cont.*	£ s. d.		£ s. d.
371	Stoke-upon-Trent - N. 5	- - -	503	261 2 2
			94	33 5 0
371	Stoke-upon-Trent, Boothen Branch - 5	- - -	123	62 11 8
371	Stoke-upon-Trent, Cliffe Vale - 5	- - -	126	52 8 10
371	Stoke-upon-Trent, Mount Pleasant Branch - 5	- - -	137	65 18 0
			289	134 3 2
368	Stone, Ch. Ch. N. 10	412 0 0	125	64 13 10
368	Stone - P. 10	791 0 0		
368	Stone, St. Ann's - - R.			
377	Stowe, Lichfield Endowed - Ch.	40 0 0		
375	‡Stretton - N.		49	25 1 10
379	Swindon - N. 5	- - -	6	1 13 4
368	Swynnerton Ch.			
369	Talk-o'-the-Hill - - N. 9	*130 0 0	129	55 12 0
	" "	56 6 0		
369	Talk-o'-the-Hill (Butt Lane) - N. 9	230 10 *6	85	45 2 2
			21	10 4 2
369	Talk-o'-the-Hill, New Road - W. 5	- - -	82	43 3 6
			31	18 7 6
376	Tamworth - N. 11	206 10 *4c	408	190 17 8
			404	221 17 8
376	Tamworth (Glascote) - N. 11	291 12 6	98	43 12 8
376	Tamworth (Sir R. Peel's), (Endowed) - 11	- - -	63	26 13 4
373	Tean - - B. 11	- - -		*d*
379	Tettenhall - N. 10	191 7 2	247	132 17 6
379	Tettenhall Wood, Mixed, Infants - N. 10	- - -	84	36 13 8
381	Tipton, Great Bridge - W. 3	1,048 0 0	319	185 5 2
382	Tipton, St. John's - N. 10	- - -	150	83 5 10
382	Tipton, St. Martin's - N. 10	794 0 0	245	133 8 2
			24	7 8 4
382	Tipton, St. Paul's, Mixed N. 10	- - -	143	74 4 0
382	Tipton, St. Paul's (Girls), Ch.			
382	Tipton, St. Paul's, Infants - N. 10	- - -	133	54 11 6
382	Tipton - W. 3	- - -	208	109 3 4
368	Tittensor - N. 1	- - -	33	17 14 8
367	Tixall - Ch. 6	- - -	28	14 15 0
371	Trent Vale - N. 4	242 1 3	134	76 0 10
			22	8 10 0
379	Trysull, Endowed - 5	- - -	60	26 7 0
370	Tunstall - N. 5	*300 0 0	359	194 19 2
	" "	70 0 0	72	24 15 0
370	Tunstall, St. Mary's - N. 5	281 10 3	266	120 2 6
			35	6 15 10
370	Tunstall W. 11	- - -	240	149 12 6
375	Tutbury, (Wakefield Charity) Endowed, Boys (Free) - Ch. 11	142 0 0	102	59 12 0
			84	26 0 0

a Refused under Article 52 *d*. *b* School closed. *c* For two years. *d* Due, but not paid.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
375	Tutbury, Girls' - Ch. 11	- - -	130	56 11 2
374	Uttoxeter, St. Mary's - N. 9	258 12 0	238	103 13 6
			24	4 10 0
374	Uttoxeter - W. 11	- - -	91	37 18 0
377	Wall - - N. 11	153 10 0	33	15 4 0
380	Walsall, Blue Coat - - N. 3	1,760 0 0		
380	Walsall, St. Matthew's, N.	173 0 0	561	260 5 4
380	Walsall, St. Mary's - R. 9	- - -	140	72 7 0
			24	10 11 8
380	Walsall, St. Patrick's - R. 9	- - -	370	210 15 0
			57	24 2 6
380	Walsall, St. Peter's (Birchills) N. 1	344 0 0	154	78 0 6
			17	4 0 10
380	Walsall, St. Peter's (John St.) - N. 1	34 10 8		
380	Walsall, St. Peter's, Infants - - N. 1	338	167 7 2	
		103 7 6	53	23 2 6
380	Walsall - W. 3	1,305 5 0	306	152 13 4
380	Walsall Wood N. 3	515 0 0	100	50 3 2
378	Water-Eaton Ch. 3	- - -	37	27 15 0
381	Wednesbury, Boys - - B. 4	- - -	206	117 11 10
			55	19 10 10
381	Wednesbury, Girls - B. 4	- - -	77	27 10 10
381	Wednesbury, Holyhead Road - W. 4	- - -	206	99 4 0
381	Wednesbury, St. Bartholomew's - N. 4	327 13 2	361	201 7 6
381	Wednesbury, St. James' - N. 4	947 0 0	382	210 14 2
381	Wednesbury, St. John's - N. 4	652 5 0	330	171 15 10
			98	40 8 4
381	Wednesbury W. 4	- - -	201	87 9 6
379	Wednesfield N. 10	819 0 0	142	63 10 0
379	Wednesfield B.	*75 0 0		
379	Wednesfield Heath - N. 10	670 0 0	132	53 13 7
			51	17 2 6
379	Wednesfield Heath - W. 1	295 5 0	194	112 5 4
371	Wellington (Hanley) - N. 5	345 6 3	213	105 7 8
371	Wellington (Hanley) Eastwood Vale Branch - 5	- - -	119	56 15 2
373	Wetley Rocks N. 9	120 0 0	66	32 18 10
377	Whittington Ch.	105 10 0		
376	Wiggington N. 2	- - -	55	29 5 8
379	Willenhall, Little London - - B.	150 0 0		
379	Willenhall, Primitive Methodist -	*125 0 0		
379	Willenhall, St. Ann's N. 10	557 0 0	171	77 6 8
379	Willenhall, St. Giles' - N. 10	351 0 0	71	28 14 6
379	Willenhall, Holy Trinity - - N. 10	535 0 0	71	37 4 10
			148	83 13 4
			44	17 6 8
379	Willenhall - W. 3	- - -	169	84 10 2

a Due, but not paid.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
375	Winshill, Holy Trinity - N.	60 0 0		
370	Wolstanton - N. 4	201 15 0	192	78 2 7
			21	4 19 2
379	Wolverhampton, Blue Coat - - Ch.	39 0 0		
379	Wolverhampton, Chillington Co.'s - N. 11	- - -	222	125 14 8
			30	10 6 8
379	Wolverhampton, Ch. Ch. 11	- - -	105	54 9 2
379	Wolverhampton, Queen Street Congretational Chapel - 1	- - -	186	115 1 4
379	Wolverhampton, Ragged -	462 15 0		
379	Wolverhampton, St. Andrew's - N. 11	320 0 0	132	60 5 0
379	Wolverhampton, St. George's - N. 11	577 12 6		*a*
379	Wolverhampton, St. George's Branch - N. 11	255 0 0	180	69 12 11
379	Wolverhampton, St. James' - N. 11	363 15 0 *b*	249	123 1 8
			40	10 15 0
			305	143 7 0
			48	17 10 0
379	Wolverhampton, St. James, Causeway Lake - 11	- - - *b*	85	40 11 0
			87	42 4 0
379	Wolverhampton, St. John's - N. 10	*260 0 0	282	156 9 4
	" " "	283 2 6	32	12 13 4
379	Wolverhampton, St. John's (Steelhouse Lane) 10	- - -	112	46 13 4
379	Wolverhampton, St. Joseph's - R. 10	- - -	187	88 9 10
379	Wolverhampton, St. Luke's (Blakenhall, New) - Ch. 11	- - - *b*	328	178 15 4
			19	5 0 10
			337	188 8 6
			14	3 13 4
379	Wolverhampton, St. Mark's - N. 11	325 0 0	202	107 12 0
			21	6 10 10
379	Wolverhampton, St. Mary's - N. 11	494 7 6	250	107 5 11
379	Wolverhampton, St. Mary's, Snow Hill - R. 10	- - -	112	55 1 6
379	Wolverhampton, St. Mary's - R. 10	- - -	106	65 9 0
379	Wolverhampton, St. Matthew's N. 11	200 0 0	247	150 14 2
			40	11 16 8
379	Wolverhampton, St. Patrick's and St. George's, Girls - - R. 10	160 0 0	353	182 1 2

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants paid (within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Wolverhampton, St. Paul's - N. 11	451 0 6*a*	284	130 6 6
			25	4 16 3
			340	177 19 4
			26	8 6 8
379	Wolverhampton, St. Peter's, Collegiate - N. 11	703 5 0	431	248 1 4
			62	19 1 8
379	Wolverhampton, St. Peter's and St. Paul's - R. 10	- - -	166	92 11 8
			41	11 17 5
379	Wolverhampton, Snow Hill, Congregational - 3	*500 0 0	185	100 6 6
379	Wolverhampton - - W. 3	1,095 0 0	182	97 8 6
379	Wombourn - N. 5	686 14 0	108	62 2 2
			9	3 10 10
379	Wombourn Swindon - Ch.	187 1 3		
369	Woodlane - Ch. 9	- - -	119	50 6 6
383	Wordsley - N. 6	258 0 0	286	131 16 4
			45	14 9 2
378	Wyrley, Great N. 3	- - -	100	38 10 7
377	Yoxall - - N.			
	SUFFOLK.			
212	Acton - - P. 4	- - -	51	6 10 11
224	Aldeburgh - N. 10	- - -	191	97 4 10
223	Alderton - N. 10	225 0 0	65	34 3 4
225	Aldringham N.	40 0 0		
212	Alpheton - N.	48 0 0		
212	Assington - Ch.			
218	Bacton - Ch.			
249	Barnham, St. Gregory's - N. 3	- - -	61	40 10 6
			29	10 0 10
249	Barningham Ch. 3	120 13 4	37	24 5 10
214	Barrow - N.	114 0 0		
223	Bawdsey - N.	105 15 0		
220	Baylham - N.	210 10 0		
226	Beccles - N. 2	*125 0 0	205	115 13 8
	,, ,,	263 0 0		
226	Beccles - B. 10	*150 0 0	87	39 9 0
	,, ,,	39 0 0		
219	Bedfield - N.	132 0 0		
227	Belton - N. 2	232 3 0	79	24 9 7
224	Benhall - N. 10	- - -	84	19 10 0
221	Bentley - N. 12	295 4 0	71	37 19 6
218	Bildeston - Ch. 4	244 6 11	100	43 10 0
			17	6 5 10
224	Blaxhall - N. 7	- - -	58	21 2 7
227	Blundeston - N. 1	66 10 0	89	49 12 10
213	Boxford - N. 3	111 6 0	112	22 4 10
			22	6 1 10
213	Boxford - B.			
227	Bradwell - N. 2	90 0 0	41	18 13 1
227	Bramford - N. 6	353 16 0	115	57 1 6
			11	3 7 6
249	Brandon - N. 3	53 0 0	98	42 3 6
221	Brantham - P.	122 0 0		
223	Bredfield - N.	80 0 0		
218	Brome and Oakley - N. 11	- - *a*	46	14 17 0
			46	19 6 2
223	Bromeswell - N.	50 0 0		
223	Bucklesham N.	67 10 0		
226	Bungay - N. 2	*181 7 0	161	97 0 0
	,, ,,	44 5 0	20	6 8 4
226	Bungay - B. 10	*150 0 0	172	89 10 10
			16	5 3 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
212	Bures, St. Mary - N. 4	*58 0 0	148	85 19 4
	,, ,,	342 10 0	16	5 3 4
212	Bures, St. Mary - B. 10	- - -	47	*b*
227	Burgh Castle N. 2	205 0 0	38	21 14 8
215	Bury St. Edmund's, St. James' - N. 5	500 0 0	299	137 9 0
215	Bury St. Edmund's, St. John's Infant - - N. 5	- - -	105	38 17 0
215	Bury St. Edmund's, St. Mary's - P. 5	- - -	91	36 13 2
215	Bury St. Edmund's, St. Mary's, Infants' - - *c*			
224	Butley - N.	80 0 0		
224	Campsea Ashe Ch.			
221	Capel, St. Mary's - N.	225 0 0		
227	Carlton Colville - - N. 1	60 0 0	88	55 4 0
212	Cavendish - N. 3	213 6 0	90	39 16 4
221	Chelmondiston N. 11	280 0 0	124	61 2 6
			18	4 16 8
213	Chelsworth - N.	65 15 0		
214	Chevington - N.	144 0 0		
211	Clare - - Ch. 4	422 0 0	101	47 0 2
213	Cockfield - N. 4	229 4 0	80	41 4 0
224	Coddenham, Endowed -	111 0 0		
221	Copdock and Washbrook N.	50 0 0		
211	Cowlinge, the College - 3	201 16 8	57	27 10 2
224	Cransford - N. 7	97 4 0	28	13 14 4
225	Cratfield - Ch. 10	- - -	32	11 4 5
223	Dallinghoe and Charsfield - N. 11	146 0 0		*d*
223	Debach - N.	113 0 0		
220	Debenham - N. 11	*70 0 0	73	37 0 0
			35	18 14 10
217	Drinkstone - N. 5	220 0 0	23	8 5 10
217	Elmswell - N. 3	- - -	62	32 4 8
221	Erwarton - N.	*27 0 0		
218	Eye - - N. 7	250 0 0	124	61 11 4
			9	3 0 10
224	Eyke - - P. 10	276 0 0	82	36 8 4
223	Falkenham - Ch. 10	- - -	124	66 3 5
216	Freckenham N.	30 5 0		
219	Fressingfield N. 11	123 0 0	98	47 16 0
227	Fritton - N.	45 0 0		*e*
189	Gazeley - N.	34 0 0		
224	Glenham, Little - Ch. 10	- - -	52	35 5 6
227	Gorleston and Southtown N. 2	278 0 0	265	119 1 0
213	Hadleigh - N. 5	174 0 0	111	42 5 0
213	Hadleigh - B.	*200 0 0		
	,, ,,	31 3 4		
225	Halesworth - N. 10	129 0 0	298	170 6 6
			13	4 19 2
221	Harkstead - N. 7	87 3 9	43	17 5 0
211	Haverhill - B. 4	- - -	69	31 1 4
212	Hawkedon - N.	80 0 0		
220	Helmingham Ch. 6	- - -	131	43 8 4
225	Henham and Wangford - N. 11	486 0 0	76	32 0 0

a For two years. *b* Refused under Article 51 *d*. *c* Removed from inspection. *d* Due, but not paid.
e See Wheatacre Union of Schools, Norfolk.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
220	Henley - N.	*42 0 0		
249	Hepworth - N. 10	36 6 8	29	9 8 5
			9	2 7 6
217	Hessett - N. 3	121 10 0	51	22 8 10
225	Heveningham Ch. 10	137 0 0	46	14 10 0
221	Hintlesham - N.	23 0 0		
213	Hitcham - N. 4	80 0 0	94	44 9 6
221	Holbrook - N. 12	581 8 0	78	38 5 2
225	Holton - N. 10	184 0 0	58	23 19 2
224	Hoo and Letheringham - N.	40 0 0		
249	Hopton by East Harling N. 3	258 18 0	46	*a*
227	Hopton by Lowestoft - N. 2	63 15 0	41	16 11 2
219	Horham - N.	121 0 0		
214	Horningsheath N. 3	- - -	67	34 12 0
			17	5 19 2
219	Hoxne and Denham - N. 11	- - -	90	47 19 11
			40	14 14 10
226	Iketshall, St. Margaret's N.	30 0 0		
222	Ipswich - B. 4	566 12 8	405	238 16 8
222	Ipswich - U.			
222	Ipswich, St. Clement's, Nottidge, Infants - N. 6	67 10 0	98	44 4 6
222	Ipswich, St. Clement's and St. Helen's N. 7	540 19 2	519	236 8 10
222	Ipswich, St. John's, California - N. 6	177 13 9	117	45 6 8
222	Ipswich, St. Margaret's N. 7	172 0 0	201	105 2 8
222	Ipswich, St. Mary Stoke Ch. 7	- - -	170	42 12 6
			36	10 5 6
222	Ipswich, St. Matthew's (District) - N. 6	993 0 0	411	223 13 10
222	Ipswich, St. Peter's - N. 7	675 0 0	222	117 18 0
			60	23 15 0
222	Ipswich, Holy Trinity - N. 7	360 17 4	255	145 10 8
222	Ipswich, Wyke's, Bishop St. - W. 4	- - -	81	35 13 0
214	Ixworth - N. 4	50 0 0	121	58 17 2
			18	4 18 4
223	Kesgrave - N. 6	- - -	182	107 8 4
227	Kessingland N. 2	- - -	139	32 18 0
213	Kettlebaston N.	*37 0 0		
227	Kirtley - P. 6	- - -	103	13 8 1
213	Lavenham - N. 4	*100 0 0	79	34 19 10
	" - B."	100 0 0		
213	Lavenham - B. 7	- - -	144	75 0 7
219	Laxfield - N.	80 0 0		
225	Leiston - N. 1	238 3 6	88	45 0 0
227	Lowestoft (Annot's) - N. 2	6 13 4	92	37 1 7
227	Lowestoft, Girls - N. 2	254 10 0	150	64 7 8
227	Lowestoft, St. John's - N. 2	25 3 0	314	128 4 4
227	Lowestoft, St. John's Infts. N.	129 4 6	36	9 18 4
227	Lowestoft, Upper, Inft. - 2	- - -	95	16 14 2
227	Lowestoft (Wylde's) - N. *b*			
212	Melford, Long N. 4	733 10 0	195	99 10 0
			45	16 0 10

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	SUFFOLK—*cont.*	£ s. d.		£. s. d.
212	Melford, Long, Bridge St. - Ch. 4	- - -	24	9 2 1
212	Melford, Long B. 10	- - -	65	28 3 2
223	Melton - - N. 10	122 9 10	64	28 11 0
218	Mendlesham Ch. 5	- - -	92	45 12 2
216	Mildenhall, Sir C. Bunbury's, Boys' - - 10	- - -	70	42 4 0
			6	1 6 8
216	Mildenhall, Sir C. Bunbury's, Girls' - - B. 10	- - -	73	22 7 4
216	Mildenhall, West Row - N. 3	43 2 4	40	15 4 8
212	Nayland - N. 11	- - -	140	78 19 0
			21	8 10 10
220	Needham, Market - N. 11	- - -	86	41 16 2
220	Needham, Market - B. 11	- - -	116	65 8 2
			14	4 8 4
189	Newmarket, St. Mary's - N. 3	250 0 0	66	19 12 6
212	Newton - N.	*50 0 0		
217	Norton, St. Andrew's - N.	*50 0 0		
224	Orford, Crown and Castle Lane - - 4	- - -	73	35 10 4
227	Pakefield - N.	247 10 0		
214	Pakenham - Ch. 3	- - -	87	49 0 0
			8	3 5 0
218	Palgrave - N. 5	- - -	43	14 12 6
224	Parham - N.	37 0 0		
211	Poslingford - N.	32 0 0		
213	Preston, St. Mary's - N. 4	166 17 8		
214	‡Rede - P.			
218	Redgrave and Botesdale - N. 5	134 0 0	80	42 16 6
224	Rendham - N.	67 0 0		
224	Rendlesham N. *b*			
217	Rickinghall - N. 3	237 10 0	108	57 19 6
			24	8 1 8
214	Risby - - Ch. 4	132 10 0	52	19 0 0
225	Rumburgh and St. Michael's - N. 10	120 0 0	55	25 18 2
223	Rushmere, St. Andrew's - N. 7	110 12 6	74	37 2 10
			12	3 18 4
224	Saxmundham N. 10			*c*
221	Shotley - N. 10	96 10 0	75	39 8 0
223	Shottisham Ch. 6	- - -	53	34 14 0
224	Snape - - N. 10	- - -	62	29 3 0
227	Somerleyton Ch. 2	- - -	61	25 14 0
			19	4 9 2
227	Somerleyton B. 10	- - -	92	63 18 2
225	Southwold - N. 1	739 1 0	255	126 8 8
211	Stoke by Clare N. 4	211 16 0	97	50 0 0
212	Stoke by Nayland - - N. 3	- - -	118	37 18 9
			14	4 10 0
220	Stonham Aspal - - N. 6	71 0 0	60	28 7 8
217	Stowmarket - B. 4	- - -	171	96 10 8
217	Stowmarket and Stow-Upland - - N. 5	*75 0 0	261	124 3 0
217	Stow Upland N. 5	- - -	76	27 18 0
219	Stradbroke, Lower School Ch. 11	157 15 0		*c*
221	Stratford, St. Mary's - N. 11	91 10 0	41	20 1 4

a Refused under Article 52 *d*. *b* Removed from inspection. *c* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
212	Sudbury, All Saints' - N.	397 0 0		
212	Sudbury - B. 10	536 5 0	467	238 2 4
212	Sudbury, St. Gregory and St. Peter - N. 7	49 3 9	83 33	35 14 8 10 5 10
223	Sutton - - N.	240 0 0		
221	Tattingstone N.	54 0 0		
225	Theberton - N.	*33 0 0		
218	Thorndon Reformatory.			
218	Thornham, Great and Little - N. 5	- - -	48 13	30 16 6 4 15 10
218	Thrandeston N. 12	65 5 0	26 9	12 3 10 3 9 2
217	Thurston - N. 6	88 2 6	80	29 16 9
223	Tuddenham N. 11	145 5 0	66	24 12 5
225	Uggeshall - N.	70 0 0		
212	Waldingfield, Great - N. 4	88 17 6	81	41 7 4
217	Walsham-le-Willows - N.	68 0 0		
223	Walton and Felixstowe N. 10	86 0 0	96 16	44 15 2 5 13 4
217	Wattisfield - P.	84 18 9		
213	Wattisham - N. *a*	*20 0 0		
214	Welnetham, Great - N.	66 16 8		
214	Welnetham, Little - N.	27 0 0		
225	Westhall - N.	273 12 0		
225	Westleton - N. 1	213 5 4	98	43 14 4
218	Wetheringsett Ch. 5	309 3 0	57 10	27 9 10 3 8 4
219	Weybread - N. 11	100 0 0	100	68 18 8
211	Wickhambrook, Sunday - N.	*40 8 0		
224	Wickham Market - N. 11	77 0 0	128 22	71 15 0 9 1 8
224	Wickham Market - B.	*55 0 0		
218	Wickham Skeith - N.	45 0 0		
220	Winston - Ch. 12	- - -	*b* 38 44	19 19 0 20 15 3
225	Wissett - N.	50 0 0		
211	Withersfield Ch. 4	103 10 0	58	12 13 6
223	Witnesham Ch. 6	65 0 0		44 3 6
223	Woodbridge N.			
223	Woodbridge B.	175 0 0		
217	Woolpit N.	*60 0 0		
211	Wratting, Little - N.	30 0 0		
225	Wrentham - N. 1	*131 0 0	77	24 6 4
225	Wrentham - B. 10	*65 0 0 44 10 0	94	25 4 0
225	Yoxford - N.	*100 0 0		
	SURREY.			
46	Addington - N. 5	- - -	81	45 10 8
38	Addlestone - Ch. 4	- - -	165	98 6 8
39	Albury - N. 5	*60 0 0	137 13	90 5 10 4 0 10
32	Balham, St. Mary's - Ch. 3	760 0 0	125	61 7 4
29	Bankside, Boys R. 2	- - -	106	54 5 0
29	Bankside, Girls - - R. 2	- - -	153	88 7 6
37	Banstead - N. 6	375 0 0	107 20	62 16 2 4 10 0

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
48	Barnes - - N. 7	- - -	150	70 12 6
32	Battersea, Ch. Ch. - - N. 10	712 5 0	398 30	172 19 4 9 11 8
32	Battersea (Practising) P. 6	200 0 0		
32	Battersea, Girls and Infants N. 6	351 0 0	262	107 17 6
32	Battersea Grove B. 10	286 0 0	156	69 1 4
32	Battersea Park, Ch. Ch., Infants - Ch. 10	195 6 10	184	59 10 0
32	Battersea (Plough Lane), Girls B. 10	145 5 0	209	94 2 2
32	Battersea Fields, St. George's N. 6	1,550 0 0	498	241 3 10
32	Battersea Fields, St. George's, New St., Infants - Ch. 6	- - -	132	46 19 8
32	Battersea, St. George's, Nine Elms - Ch. 10	185 0 0	135	35 8 11
32	Battersea, St. John's - N. 10	653 17 1	319 56	152 8 4 17 15 10
32	Battersea Rise, St. Mark's - 6	- - -	63	29 13 4
32	Battersea, St. Mary's, (Girls and Infants) R. 11	- - -	156	31 13 3
46	Beddington and Wallington N. 4	160 0 0	112	42 17 0
37	Benhilton - N. 10	- - -	119	43 12 4
28	Bermondsey, Ch. Ch. - N. 6	300 0 0	120	157 3 4
28	Bermondsey, Dock Head R. 4	- - -	162 15	87 5 1 6 12 2
28	Bermondsey, Great George Street - B. 10	*225 0 0	235	141 15 4
28	Bermondsey, St. James' (Spa Road) N. 2	440 0 0	301	151 19 6
28	Bermondsey, St. Mary's (Grange Walk) P. 9	- - -	118	68 18 8
28	Bermondsey, St. Mary Magdalene's (Grange Walk), Infants - N. 9	156 15 0	208	107 5 4
28	Bermondsey, St. Paul's - N. 9	590 0 0	439	209 8 0
28	Bermondsey (Star Corner) N. 9	- - -	256	109 1 4
38	Bisley - - N.	70 0 0		
29	Blackfriars Road, Ch. Ch. (Green Walk) - N.	*228 0 0		
45	Blindley Heath - - N.	82 10 0		
37	Bookham, Great - N. 5	- - -	164	84 18 0
29	Borough Road, Model - B. 10	500 0 0	568	266 12 4
42	Bramley - N. 5	- - -	108	67 13 0
32	Bridgefield, Infants - N. 10	- - -	93	41 16 0
33	Brixton, East, St. Jude's - Ch. 3	- - -	121	59 4 2

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
31	Brixton, East, St. Saviour's, Herne Hill Rd. Ch. 10	- - -	117	60 8 0
31	Brixton, Effra Road - - B. 8	- - -	81	32 6 2
31	Brixton Hill, Boys - - B. 12	*90 0 0	64	48 0 0
31	Brixton Hill, Girls - - B. 12	- - -	94	50 1 8
31	Brixton Hill, Grove Hill Reformatory.			
31	Brixton Hill W. 12	- - -	118	68 15 2
31	Brixton, North, Ch. Ch. - N. 9	581 0 0	194	84 7 0
31	Brixton, North, St. John's (Angel Town) - N. 2	741 15 0	210 19	107 15 4 7 9 2
29	Broadwall - N. *a*	50 0 0		
44	Brockham, Home and Industrial.		43	32 0 6
44	Brockham - N. 6	- - -	13	4 19 6
44	Buckland - N. 7	- - -	37	15 15 0
44	Burstow District - Ch. 5	277 0 0	24	8 18 8
38	Byfleet - N.	418 15 6		
33	Camberwell, Camden District - N. 10	736 0 0	549	278 13 10
33	Camberwell, Ch. Ch. - N. 5	271 10 0	344	171 8 10
33	Camberwell, Ch. Ch., Ragged - -	361 0 0		
31	Camberwell (Crawford Street) - B. 10	547 2 6	270	166 14 0
33	Camberwell (Denmark Hill), St. Matthew's, Boys - - N. 6	- - -	122	74 10 8
33	Camberwell (Denmark Hill), St. Matthew's, Girls - - N. 2	- - -	133	72 9 4
33	Camberwell (Denmark Hill), St. Matthew's, Infants - N. 2	- - -	148	70 18 2
33	Camberwell, Emmanuel N. 1	434 11 3	238	31 7 3
33	Camberwell, Free Ch. 10	- - -	111	59 19 0
33	Camberwell, Green Coat N. 10	- - -	377	204 6 8
33	Camberwell (Leipsic Road) - B. 10	*100 0 0	157	56 6 8
33	Camberwell, St. George's N. 10	- - -	337	192 16 2
33	Camberwell, St. Giles' - Ch. 11	- - -	184	107 2 0
43	Capel - - Ch. 6	- - -	54 13	35 3 0 4 9 2
37	Carshalton - N. 4	- - -	127 13	74 9 4 4 7 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
37	Carshalton - B. *b*			
37	Cheam and Cuddington N. 4	172 0 0	105 15	54 16 8 5 10 10
38	Chertsey - N.	140 0 0		
38	Chertsey - U.			
38	Chertsey - W. 4	- - -	48	8 8 8
37	Chessington 7	- - -	38	16 7 8
37	Chessington and Hook - N. *c*	21 0 0		
42	Chiddingfold N. 5	*30 0 0 173 7 6	86	12 11 5
44	Chipstead - P. 7	- - -	82	29 10 1
38	Chobham, St. Laurence's Ch. 4	- - -	99	63 9 0
38	Chobham, Valley End Ch. 4	271 0 0	47	24 18 0
39	‡Clandon, West N.			
32	Clapham, Acre Square, Free 3	- - -	131	78 5 4
32	Clapham, All Saints' - N. 3	- - -	260	160 2 8
32	Clapham (Bowyer's), St. John's - N. 6	224 0 0	216	110 16 8
32	Clapham, BoysP. 6	*180 0 0	187	81 15 8
32	Clapham, Ch. Ch., Girls - P. 3	- - -	140	53 2 4
32	Clapham, Ch. Ch., Infants -			
32	Clapham, St. James' - N. 5	1,074 0 0	388	170 6 8
32	Clapham, St. John's, James' St., Infants Ch. 6	- - -	96	46 13 6
32	Clapham, St. Mary's - R. 4	- - -	262 36	166 19 4 14 16 8
32	Clapham, St. Paul's (Wandsworth Road), Cottage -	- - -	132	66 18 10
32	Clapham (Wandsworth Road), Commercial - Ch. 10		36	8 5 0
32	Clapham (Wirtemburg Place) - B. 10	352 5 0	330	188 9 0
47	Claygate - N. 7	*30 0 0	47	35 5 0
37	Cobham - N.			
43	Coldharbour N.			
43	Coldharbour, Infant - N.			
39	Compton - N.	32 0 0		
42	Cranleigh - N. 6	117 0 0	114 10	64 17 2 3 1 8
45	Crowhurst - N. 7	123 8 9	38 10	25 10 6 3 3 4
46	Croydon (Archbishop Tenison's) Ch. 3	- - -	162	*d*
46	Croydon - B. 10	460 14 0	458	256 18 4
46	Croydon, Ch. Ch. - - N. 3	788 11 3	306	145 2 6
46	Croydon, Girls and Infants - N. 10	- - -	208	89 4 0
46	Croydon, St. Andrew's - N. 3	340 3 0	163	93 4 8
46	Croydon, St. James' - N. 3	651 5 0	304	153 10 8
46	Croydon, St. Mary's - R. 11	- - -	—	*e*

a School extinct. *b* Removed from inspection. *c* School sold. *d* Refused under Article 52 *d*.
e Due, but not paid.

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	SURREY—*cont.*	£ s. d.		£ s. d.
46	Croydon, St. Peter's, Inft. Ch. 3	444 0 6	95	39 17 8
46	Croydon - W. 10	- - -	75	36 19 2
46	Croydon (Whitgift's), Boys - - N. 10	- - -	214	*g*
43	Dorking - B. 4	130 0 0	88	62 16 0
43	Dorking, St. Martin's - N. 11	365 19 8	—	*a*
43	Dorking, St. Paul's District - - N. 11	550 0 0	194	125 19 6
33	Dulwich - Ch.	188 15 0		
33	Dulwich, East, St. John's District - N. 11	- - -	170	83 2 8
43	Effingham - N. 5	285 0 0	55	39 13 6
			27	9 4 2
131	Egham - Ch. 11	- - -	145 *d*	60 14 4
			130	67 13 4
42	Elstead - N. 5	131 2 6	66	42 10 8
			21	7 15 10
42	Elstead - B.			
131	Englefield Green - N. 9	522 12 6	159	71 8 4
			10	3 8 4
37	Epsom - N. 4	29 0 0	171	44 19 5
37	Epsom, Inft. N. 4	- - -	98	*b*
47	Esher - N. 2	906 0 0	159	94 12 2
37	Ewell - N. 5	849 8 0	169	91 19 8
			20	5 15 0
	" - - -	- - -	—	*c* 20 0 0
42	Ewhurst - N. 6	125 0 0	77	34 6 2
			17	6 4 2
39	Farncombe - N. 5	845 2 6	280	161 14 6
			50	15 13 4
40	Farnham - N. 5	1,059 0 0	155	75 10 8
40	Farnham - B. 6	*100 0 0	146	33 14 1
37	Fetcham - Ch. 5	- - -	46	28 14 0
			8	2 16 8
40	Frensham - Ch. 5	- - -	71	32 0 4
			14	3 18 4
40	Frimley - N. 7	260 10 0	96	48 0 10
			14	5 13 4
39	Godalming - N. 5	308 9 6	177	99 18 6
39	Godalming - B. 4	135 0 0	127	74 18 6
			17	5 17 6
45	Godstone - N. 7	608 0 0	134	60 6 8
			27	9 9 2
39	Guildford - B. 4	*100 0 0		
	" - "	228 0 0	109	52 14 4
39	Guildford, St. Mary's and Trinity - N. 5	206 10 0	247	141 13 2
39	Guildford, St. Nicholas' - N. 5	277 11 8	268	165 1 6
40	Hale District Ch. 11	- - -	189	87 6 2
47	Ham, Boys - N. 7	*90 0 0	37	18 12 0
		100 0 0	11	*d* 5 13 4
	" - "			
47	Ham, Girls - N. 7	- - -	37	18 2 8
42	Hascombe - Ch. 5	- - -	50	38 18 10
			13	4 19 2
35	Hatcham, St. James' - N. 12	533 0 0	234	124 4 2
38	Hersham - N. 11	145 0 0	—	*a*
43	Holmwood - N.	185 0 0		
47	Hook, St. Paul's - N. 4	137 14 0	44	23 16 8
44	Horley Row N.	*115 0 0		
38	Horsell - N. 4	134 0 0	84	47 16 4
			12	3 16 8
31	Kennington, East (Bolton Street) - N. 2	610 0 0	307	131 14 8
31	Kennington, Esher St. - B. 10	- - -	141	65 5 0
31	Kennington Oval - - N. 11	59 10 0	369	177 5 4
31	Kennington (Regency Place) - N. 2	143 3 4	213	84 0 0
31	Kennington, South, St. Barnabas - N. 2	300 0 0	329	161 19 6
31	Kennington (South), St. Barnabas, Girls - - 2	130 0 0		
33	Kent Road - B. 12	- - -	384	185 9 10
28	Kent Road, Old, John Street - W. 11	- - -	166	97 9 4
29	Kent Road, Ragged and Industrial.			
47	Kent Town, St. Paul's (East Moulsey) - N. 4	166 0 0	47	25 10 4
48	Kew, The Queen's - 7	- - -	74	15 1 3
47	Kingston-on-Thames, Public Free - 11	- - -	—	*a*
47	Kingston Vale, Robin Hood 7	- - -	27	11 16 4
44	Kingswood - Ch. 6	- - -	58	32 8 8
31	Lambeth, All Saints - Ch. 12	446 0 0	131	50 14 6
31	Lambeth (Archbishop Tenison's), High Street, Girls - - N.	29 0 0		
31	Lambeth, Belvidere Crescent Reformatory.			
31	Lambeth Chapel (China Terrace) - W. 11	- - - *d*	236	113 2 6
			223	113 11 4
31	Lambeth, George Street - B. 11	428 11 1	211	93 0 0
31	Lambeth (65, High Street), Free Evening *e*	42 14 0		
31	Lambeth (Norwood) U.			
31	Lambeth, High Street, Inft. P.			
31	Lambeth, Ragged - 5	- - -	205	94 6 0
31	Lambeth, St. Andrew's - N. *f*	1,532 11 8		
31	Lambeth, St. Andrew's (Upper) - N. 3	- - -	309	157 14 8
31	Lambeth, St. Andrew's, Lower - N. 3	- - -	582	271 2 4
			44	14 15 0
31	Lambeth, St. John's (Waterloo Road) - N. 9	- - -	302	120 13 6

a Due, but not paid. *b* Refused under Article 52 *d*. *c* Retiring pension. *d* For two years.
e School extinct. *f* This School is intended to replace the Upper and Lower Schools. *g* Grant not claimed

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	SURREY—*cont.*	£ s. d.		£ s. d.
31	Lambeth, St. Mary's, Hercules Buildings, Boys - - P. 12	*200 0 0	521	276 17 2
	" " - "	110 4 0	70	14 6 8
31	Lambeth, St. Mary-the-Less (Prince's Road) - N. 12	- - -	329	202 9 8
			20	5 10 0
31	Lambeth, St. Mary-the-Less (Salamanca)			
	St. Saviour's, - N. 10	251 16 3	210	89 17 11
31	Lambeth, St. Thomas' - N. 12	- - -	324	137 19 2
			11	3 4 2
31	Lambeth, Holy Trinity N. 1	450 0 0	260	140 14 2
31	Lambeth, South, St. Stephen's, Dorset Street N. 1	535 0 0	314	169 4 10
31	Lambeth, South, "The Eldon" - Ch. 11	- - -	141	81 11 10
37	Leatherhead N. 6	*80 0 0	88	33 18 9
	"	80 0 0	31	6 19 1
44	Leigh" - - N. 7	82 0 0	83	33 15 0
32	Lingfield - N. 5	353 0 0	92	41 19 6
39	Loseley.			
47	Malden - N.	125 18 9		
44	Meadvale - B. 4	- - -	55	41 5 0
44	Merstham - Ch. 7	- - -	64	43 17 0
			9	3 5 10
46	Merton, Abbey Road, Infant - N.	*53 0 0		
43	Mickleham - N. 11	90 0 0	42	25 12 0
42	Milford - Ch. 5	- - -	77	49 14 8
			6	2 5 0
46	Mitcham - N. 4	*120 0 0	323	161 11 8
			40	13 0 0
46	Mitcham - R. 11	- - -	—	*a*
46	Morden - N.			
48	Mortlake - N. 3	24 0 0	316	157 9 8
48	Mortlake - B.	241 0 0		
48	Mortlake, St. Mary's - R. 11	100 0 0	114	68 7 6
47	Moulsey, East N. 7	211 0 0	107	47 14 0
47	Moulsey, West N. 5	*25 0 0	51	28 6 8
30	Newington Butts, St. Matthew's N. 10	- - -	298	159 9 10
30	Newington, St. Mary's - N. 7	266 10 0	701	310 6 9
30	Newington, Trinity - N. 9	*466 10 0	423	218 5 0
			35	11 19 6
47	Norbiton - N. 11	490 13 4	—	*a*
31	Norwood, Lower - B. 10	- - -	193	101 10 2
31	Norwood, Lower - W. 11	- - -	64	25 15 5
31	Norwood, St. Luke's - N. 11	- - - *b*	286	148 0 0
			275	153 16 4
46	Norwood, South, St. Mark's - Ch. 3	148 4 0	107	44 14 8
46	Norwood, Upper, Girls N. 10	- - -	132	51 11 0
	SURREY—*cont.*	£ s. d.		£ s. d.
44	Nutfield - N. 6	75 0 0	96	61 7 2
			7	2 15 10
38	Oatlands - Ch. 5	- - -	110	60 3 10
39	Ockham, Industrial - B. *c*			
39	Ockham, St. Mary's - 4	- - -	60	39 14 6
			14	4 18 4
43	Ockley - P. 11	- - -	77	23 14 3
			19	3 11 11
26	Ottershaw - Ch.	204 0 0		
33	Peckham - N.			
33	Peckham, Boys - - B. 11	- - -	183	97 17 4
33	Peckham, Girls - B. 11	- - -	91	46 16 8
33	Peckham New Town, St. Francis - R. 4	- - -	154	67 7 6
33	Peckham, St. Mary Magdalen's - N. 4	674 0 0	339	182 16 2
33	Peckham - W. 3	- - -	201	124 12 0
46	Penge, Boys Ch. 5	- - -	121	70 4 0
46	Penge, Girls and Infants Ch. 5	276 0 0	217	118 3 2
46	Penge, St. Paul's - Ch. 5	- - -	97	11 0 0
48	Petersham - B. 11	- - -	43	32 5 0
32	Putney, Lower Common - N. 10	- - -	106	60 19 2
32	Putney, St. Mary's - N. 11	342 10 0 *b*	339	183 5 0
			345	182 13 8
			17	4 9 2
41	Puttenham - N. 5	- - -	67	46 0 2
			28	10 6 8
37	Ranmore, St. Barnabas' - Ch. 11	- - -	38	27 0 6
44	Redhill - B. 3	- - -	182	101 17 0
44	Redhill Reformatory.			
44	Redhill, St. John's - N. 7	293 13 0	192	99 2 10
			30	8 18 4
44	Redhill, St. Joseph's - R. 2	- - -	25	13 15 0
44	Redhill, St. Matthew's Ch. 6	- - -	243	135 15 10
			14	5 5 0
44	Reigate - N. 7	1,176 0 0	284	154 9 8
44	Reigate, St. Mark's - N. 7	- - -	89	57 13 0
48	Richmond - B. 11	- - -	67	16 19 3
48	Richmond, New, Sheen Vale, Infts. P. 4	107 0 0	91	46 17 10
48	Richmond, St. Elizabeth's R. 11	- - -	63	24 12 10
48	Richmond, St. John's District, Boys - Ch. 4	226 0 0	82	57 9 4
			7	1 12 6
48	Richmond, St. John's (Clarence Street), Girls and Infants - - N. 4	291 2 6	146	63 11 10
48	Richmond, St. Mary's - P. 6	- - -	268	117 1 0
			10	3 5 0
39	Ripley - N. 11	155 0 0 *b*	54	26 18 8
			58	29 7 10
32	Roehampton P. 11	- - -	99	47 14 2
34	Rotherhithe, Amicable Society's - 6	- - -	118	52 5 4

a Due, but not paid. *b* For two years. *c* Removed from inspection.

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	SURREY—*cont.*	£ s. d.		£ s. d.
34	Rotherhithe, Ch. Ch., Boys N.	250 0 0		
34	Rotherhithe, Ch. Ch. (Girls' and Infants') N. 2	324 0 0	180	76 5 0
34	Rotherhithe (Clarence St.), Green Coat 2	246 0 0	140	63 12 4
34	Rotherhithe (Clarence St.), Ragged -	650 0 0		
34	Rotherhithe, Midway Place - - B. 11	- - -	101	61 1 4
34	Rotherhithe, Our Lady of Immac. Concept. - R. 3	- - -	35	24 9 2
34	Rotherhithe, Paradise St., St. Joseph's R. 4	- - -	169	78 14 0
34	Rotherhithe R.			
34	Rotherhithe, St. Mary's, Deptford Road - - N. 7	*688 0 0 211 10 0	510	244 1 4
34	Rotherhithe, St. Paul's (Surrey Canal) - - N. 1	132 0 0	84	42 18 6
34	Rotherhithe, Silver St. - B. *a*	*160 0 0		
34	Rotherhithe, Holy Trinity N. 1	86 15 10	280 14	135 8 10 4 0 0
34	Rotherhithe, United Society's - 1	- - -	46	29 12 0
41	Seal and Tongham - N.	105 0 0		
39	Send - - N.	225 10 6		
42	Shalford - N. 6	481 4 0	137 17	82 1 4 6 2 6
39	Shere - - N.	100 0 0		
44	SidlowBridge Ch.			
26	South London, Working Men's College - 3	- - -	78 35	25 9 4 7 4 2
	South Metropolitan District - - U.			
	Southwark, Bridewell, House of Occupation.			
28	Southwark Chapel - W. 11	- - - *b*	381 387	204 17 10 211 5 0
27	Southwark, Dean St., Protestant Dissenters - 12	- - -	196	110 5 10
27	Southwark, Melior Street, Borough - R. 2	- - -	110	62 13 6
29	Southwark, St. George the Martyr N. 2	*225 0 0 112 13 4	462	215 12 4
29	Southwark, St. George the Martyr U.			
29	Southwark, St. George's R. 1	- - -	222	96 10 11
	SURREY—*cont.*	£ s. d.		£ s. d.
29	Southwark, St. Joseph's (Maypole Alley) - R.			
29	Southwark, St. Jude's - N. 6	- - -	194	84 2 7
29	Southwark, St. Jude's, Infants - N.			
29	Southwark, St. Mary's - N. 11	587 0 0	463	257 0 8
29	Southwark, St. Michael's N. *c*			
29	Southwark, St. Paul's - Ch. 11	400 0 0	140 7	68 12 2 2 4 2
26	Southwark, St. Peter's - N. 2	487 10 0	235	135 11 0
29	Southwark, St. Stephen's - N. 1	324 7 5	84	28 4 11
31	Stockwell (Chapel St.) N. 3	- - -	149 11	79 16 0 3 5 10
31	Stockwell, Practising - - 11	642 12 0	—	*d*
31	Stockwell, St. Michael's - N. 2	- - -	159 13	85 16 8 3 19 2
31	Stockwell, South St., Infants - Ch. 3	- - -	117	60 18 0
39	Stoke-next-Guildford - Ch. 5	819 0 0	193	90 11 0
32	Streatham - N. 4	- - -	143	81 16 0
32	Streatham, Ch. Ch. - - N. 5	- - -	161	96 7 2
32	Streatham Common, Immanuel Ch. 4	813 0 0	167	81 9 4
47	Surbiton, St. Mark's N. 11	700 1 3	—	*d*
47	Surbiton Hill Ch. Ch. - P. 11	560 10 0	—	*d*
	Surrey (North) District - U.			
37	Sutton - - N. 4	400 0 0	139	61 3 1
45	Tandridge - Ch. 7	- - -	44	31 2 0
45	Tandridge, Oxted, and Godstone - N. 7	- - -	46	34 1 2
47	Thames Ditton, Boys and Girls - - N. 5	443 10 0	211	114 4 9
47	Thames Ditton, Infants N.	86 0 0		
131	Thorpe - N. 11	84 0 0	40	27 0 0
42	Thursley - N. 5	94 12 0	78	52 4 0
40	Tilford, All Saints, New District - 5	- - -	41	16 7 2
41	Tongham - Ch. 5	- - -	66	31 8 3
32	Tooting, Drouett's Pauper. *e*			
32	Tooting, Lower, Boys and Girls - - P. 5	78 15 0	94	*f*
32	Tooting, Infant Par. - Ch. 5	492 0 0	60	27 13 0
31	Tulse Hill - Ch. 2	- - -	275	149 10 10
31	Vauxhall, St. Anne's - R. 1	- - -	148	87 11 10
31	Vauxhall, St. Paul's - N. 1	595 10 0	332	145 1 8
31	Vauxhall, St. Peter's - N. 12	1,930 0 0	462 55	257 3 10 21 14 2

a School closed. *b* For two years. *c* Removed from inspection. *d* Due, but not paid.
e School extinct. *f* No grant claimed.

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	SURREY—*cont.*	£ s. d.		£ s. d.
31	Vauxhall Walk - W. 11	- - -	84	40 15 0
131	Virginia Water, Ch. Ch. - N. 11	108 0 0	57	28 5 4
46	Wallington, Holy Trinity Ch. 4	- - -	56	28 18 2
44	Walton-on-the-Hill - N. 4	- - -	54	26 12 10
38	Walton-on-Thames - Ch. 5	526 0 0	112	54 14 4
30	Walworth, All Saints - N. 10	- - -	53	23 3 4
30	Walworth, Beresford Chapel - 12	- - -	208	96 18 2
30	Walworth, Mount Street - B.	*30 0 0		
30	Walworth, St. John's - N. 10	830 9 2	657	350 0 4
30	Walworth, St. John's, Wadding Street, Infants - 10	- - -	49	19 10 10
30	Walworth, St. Peter's - N. 9	403 10 0	146	48 6 6
39	Wanborough 5	- - -	344	137 1 5
32	Wandsworth, All Saints' N. 1	*50 0 0	36	25 1 0
32	Wandsworth, Bridge House Reformatory.		21	7 17 6
32	Wandsworth, Family Home.		199	110 6 8
32	Wandsworth B. 11	369 0 0	94	35 0 0
32	Wandsworth Road - B. 3	- - -	254	125 9 0
32	Wandsworth R. 11	- - -	77	6 4 4
32	Wandsworth, St. Anne's Ch. 4	890 0 0	68	24 18 0
32	Wandsworth, St. Anne's, Garret Lane, Infts. - 4	- - -	343	183 7 4
32	Wandsworth, St. Mary's, Summer's Town, Free Ch. 5	- - -	96	27 6 8
32	Wandsworth (Summer's Town), Infts. N.	43 10 0	110	54 6 4
39	Waverley Compton - N. *a*		243	140 2 2
43	Westcott - N. 11	500 0 0	35	10 19 2
31	Westow Hill 11	- - -		
33	Weybridge - N. 11	173 0 0	126	65 6 6
47	Wimbledon - N. 6	*50 0 0	7	1 7 6
47	Wimbledon, South - N. 9	- - -	151	75 9 8
38	Windlesham N. 4	- - -	174	95 18 19
42	Witley - N. 5	64 0 0	330	172 5 2
39	Woking - N. 4	200 0 0	107	38 12 0
39	Woking, Infants - - N. 4	- - -	121	63 2 10
39	Woking, St. John's - Ch. 4	189 0 0	103	44 1 9
			95	51 2 6
			16	5 16 8
			37	22 7 10
			157	88 16 8
			27	7 10 10

a School closed.

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	SURREY—*cont.*	£ s. d.		£ s. d.
42	Wonersh - N. 5	105 0 0	96	57 1 4
46	Woodmansterne - N. 6	- - -	9	2 15 10
39	Worplesdon Ch.	381 6 0	36	24 5 6
43	Wotton - P. 11	- - -	7	2 4 2
40	Wrecclesham N. 11	711 8 0	50	37 10 0
40	York Town - N. 9	- - -	*b*	
			126	64 13 0
	SUSSEX.			
83	Albourne - N.	52 0 0		
78	Alfriston - N.	58 16 0		
90	Arundel - Ch. 11	- - -	87	45 6 6
90	Arundel, St. Philip's - R. 12	- - -	78	38 19 6
82	Ashurst Wood (Forest Row) Infant - 3	- - -	30	13 8 1
83	Balcombe - Ch. 4	- - -	116	58 3 10
84	Barcombe - Ch. 6	- - -	34	7 3 4
84	Barcombe (Church Meadow) - N.	*48 0 0		
77	Battle and Langdon - N. 2	382 8 0	172	97 19 4
75	Beckley - N. 1	- - -	29	10 14 2
84	Beddingham N.	82 10 0	84	39 3 4
87	Beeding, Lower, Holy Trinity N. 5	- - -		
84	Berwick - N.	108 0 0	72	44 10 10
77	Bexhill - N. 2	- - -	101	67 9 4
77	Bexhill, St. Mark's - N. 2	- - -	24	7 11 8
88	Billingshurst Ch. 5	- - -	63	45 4 0
84	Bishopstone N.	127 0 0	7	1 17 6
82	Blackham District - Ch. 3	- - -	86	41 5 6
79	Bodle Street Green, St. John's - Ch. 1	319 18 6	14	4 6 8
83	Bolney - N. 11	*35 0 0		
	" "	152 11 3	69	36 8 0
94	Bosham - N. 11	*90 0 0	115	53 4 6
91	Boxgrove - Ch. 11	- - -	66	39 17 4
75	Brede - N. 2	131 0 0	10	2 1 8
77	Brightling - N. 2	158 0 0	99	36 2 0
85	Brighton, All Souls' - Ch. 9	100 0 0	83	39 14 8
85	Brighton, Belgrave Street 6	- - -	81	35 11 10
85	Brighton, Central - N. 9	110 0 0	7	1 10 10
86	Brighton (Chichester Diocesan), Female Practising	300 0 0	528	283 5 10
85	Brighton, Ch. Ch. - - N.		261	86 4 0
85	Brighton (Eastern Rd.), Royal - B.	118 0 0	510	304 12 8
85	Brighton (Kent's Court) - N.	*75 0 0	164	72 19 2
85	Brighton (North Lane) N. *a*			
85	Brighton (North Lane) B. *c*	*300 0 0	*a*	

b Due, but not paid.

c School sold.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
85	Brighton (Middle Street), Union Charity - B. 6	*250 0 0	170	65 11 7
85	Brighton, St. John's - N. 9	721 16 8	512	254 3 6
			116	44 5 0
85	‡Brighton, St. John's - R.			
85	Brighton, St. Margaret's Industrial - 9	- - -	49	17 17 2
85	Brighton (Kemp Town), St. Mark's - N. 9	- - -	168	85 5 4
85	Brighton, St. Mary's - R. 12	- - -	179	61 9 0
85	Brighton, St. Nicholas' - Ch. 9	- - -	94	*a*
85	Brighton, St. Paul's - N. 9	- - -	312	148 6 6
85	Brighton, St. Paul's, Coleman Street 10	- - -	129	35 5 10
85	Brighton, St. Peter's - N. 9	- - -	316	185 13 2
85	Brighton, St. Stephen's - N. 9	151 0 0	168	107 15 8
			23	8 2 6
85	Brighton, Warwick Street N. 9	50 0 0	237	119 17 2
85	Brighton, Western Road - B. 6	- - -	70	22 1 11
90	Broadwater N.	80 0 0		
90	Burpham - N.	25 0 0		
80	Burwash - N. 1	330 1 8	155	73 11 0
92	Bury - - N. 3	90 0 0	48	24 16 0
81	Buxted - N.	323 0 0		
77	Catsfield - N. 2	137 15 4	72	39 13 0
			11	4 5 10
84	Chailey - N. 4	350 0 0	131	64 12 4
			15	2 19 2
92	Chichester (Central) - N. 11	- - -		*b*
				*c*5 0 0
92	Chichester (Little London) B.	198 0 0		
92	Chichester, St. Pancras', Infants - N. 11	100 0 0 *d*	72	38 4 2
			92	42 18 6
92	Chichester, St. Richard R. 6	- - -	26	14 1 4
92	Chichester (Tower St.) B. 7	84 3 4	226	146 16 5
79	Chiddingley N.	80 0 0		
83	Clayton and Keymer, St. John's - N. 11	*50 0 0		*b*
89	Cold Waltham, St. James - N.	82 0 0		
87	Colgate - Ch. 5	- - -	67	43 19 10
			9	3 0 10
94	Compton and Upmarden N.	90 0 0		
80	Coseley Wood (Wadhurst) Infants - Ch. 2	- - -	40	19 18 4
82	Crawley and Ifield - - B. 3	- - -	96	34 1 4
82	Crawley Down N. 5	- - -	85	46 10 0
83	Cuckfield and Balcombe - N. 4	160 0 0	85	27 11 10
77	Dallington - N. 2	35 0 0	62	33 19 0
			3	0 11 8
81	Dane Hill - N. 12	112 3 1		*b*
87	Dial Post (West Grinstead) Ch. 6	- - -	41	11 14 10

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
84	Ditchling - N. 10	*75 0 0	109	62 18 2
78	Eastbourne, Ch. Ch., Dist. N. 11	161 15 0	76	25 10 3
78	Eastbourne - N. 11	64 0 0	180	86 0 8
78	Eastbourne, Compton Place Infants - Ch. 11	- - -	35	17 15 6
78	Eastbourne, Trinity Dist. N. 11	292 10 0	401	213 18 10
91	Eastergate - N.	*50 0 0		
93	Elsted - - N. *e*	*34 0 0		
80	Etchingham N. 3	150 0 0	50	36 14 0
76	Fairlight - Ch. 6	- - -	48	48 9 9
			10	3 1 8
84	Falmer - N. 10	- - -	88	43 16 2
89	Findon - P. 10	- - -	64	42 9 8
84	Firle, West - N.	140 0 0		
92	Fittleworth Ch. 5	111 5 0	56	29 17 2
81	Fletching - N.			
80	Flimwell - N. 1	84 0 0	88	36 8 0
82	Forest Row - N. 3	227 10 0	141	77 4 4
81	Framfield - N.	*65 0 0		
81	Frankham - Ch. 6	- - -	48	17 11 9
80	Frant - - N. 6	- - -	150	96 1 8
94	Funtington - N. 11	- - -	84	48 19 2
			11	3 0 4
84	Glynde - N. 10	35 1 3	55	35 19 0
82	Grinstead, East, Boys and Girls N. 5	672 0 0	180	116 6 8
82	Grinstead, East, Infants - N. 5	131 5 0	111	49 7 0
87	Grinstead, West Ch.			
81	Hadlow Down N. 3	*75 0 0		
	" " "	60 0 0	104	61 3 6
79	Hailsham - N. 2	44 0 0	54	29 4 0
			20	5 11 8
76	Halton, St. Clement's - N. 2	- - -	178	88 19 0
91	Hampnett, West - - U.			
84	Hansey Offham N. *See* Offham,			
82	Hartfield - N. 3	198 10 0	57	14 15 0
76	Hastings, All Saints' and St. Clement's N. 2	*220 0 0		
	" " "	598 3 4	299	150 4 4
76	Hastings, Boys - - B. 7	- - -	90	36 5 4
76	Hastings, Girls - - B. 7	*250 0 0	126	71 8 0
76	Hastings, St. Mary's - N. 2	166 0 0	229	122 2 8
80	Hawkenbury Ch.			
79	Heathfield - N. 1	219 4 0	70	31 13 8
84	Heighton, South Ch.	203 12 0		
79	Hellingley - N. 2	170 0 0	102	44 17 10
86	Henfield, Boys - - N. 10	- - -	69	25 15 0
86	Henfield, Infants - - N. 10	53 0 0	59	30 6 2
92	Heyshott - N. 5	67 0 0	46	26 3 0
82	Hoathley, West N.	60 0 0		
77	Hollington - N. 1	- - -	46	13 2 2
79	Hooe - - N. 2	33 2 9	79	43 7 10
			13	5 17 6

a Refused under Article 52 *d*. *b* Due, but not paid. *c* Paid under Article 90[1] (1). *d* For two years.
e School burnt down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
87	Horsham - N. 5	94 13 0	72	29 4 0
87	Horshnm - R. 11	- - -	34	19 4 2
81	Horsted, Little N.		109	60 11 2
81	Hothley, East N. 4	154 5 0	12	4 1 8
86	Hove, Eastern N. 9	122 0 0	253	142 9 7
86	Hove, Western N. 9	469 0 0	204	113 14 8
80	Hurst Green N. 3	- - -	55	30 14 8
79	Hurstmonceaux - N. 1	- - -	82	29 13 8
83	Hurst Pierrepoint - - N. 10	380 15 0	206	108 19 0
75	Icklesham - N. 4	110 0 0	37	2 8 6
75	Iden - - N. 2	99 15 0	42	23 11 10
93	Iping - - B. *a*			
81	Isfield - - N.	*50 0 0		
91	Lavant - Ch.			
76	Leonard's, St., on Sea - B. 7	- - -	312	136 3 2
76	Leonard's, St., on Sea - N. 2	*60 0 0 505 2 6	333	178 2 4
76	Leonard's, St., on Sea, All Souls' R. *b*	" "		
76	Leonard's, St., on Sea, St. Mary Magdalene's Ch. 2	684 0 0	156	89 8 8
84	Lewes - - N.	248 0 0	226 18	129 18 2 5 8 4
84	Lewes, All Saints' and Southover, Infants' - N. 10	- - -	91	36 12 10
84	Lewes - - B. 7	330 8 9	364	202 7 6
84	Lewes, St. Ann's - P. 10	- - -	45	21 3 6
83	Lindfield - B. 6	- - -	53	6 9 9
83	Lindfield - N. 4	95 10 0	93	46 10 6
83	Lindfield, St. John's - N. *c*			
90	Littlehampton N.	105 0 0		
93	Lodsworth - N. 5	88 10 0	79 8	37 10 10 2 5 0
93	Lurgashall - N.	90 0 0		
81	Mayfield, Boys' N. 3	- - -	89	39 19 1
81	Mayfield, Girls' N. 3	- - -	73	38 13 0
91	Merston - N. *a*	37 0 0		
93	Midhurst - N.	170 0 0		
77	Mountfield and Whatlington N. 3	52 0 0	80	36 13 2
77	Netherfield, Mixed - N. 2	- - -	84 14	50 7 0 4 3 4
84	Newhaven - N. 10	130 0 0	128	54 3 9
79	Ninfield - N.	100 0 0		
89	North Heath N.	146 0 0		
75	Northiam - N.	58 0 0		
89	Nutbourne - N.	96 16 0		
87	Nuthurst - N. 5	- - -	54	24 10 2
84	Offham - N. 10	99 10 0	77	48 15 6
76	Ore, Infant - Ch. 2	- - -	54	24 14 0
76	Ore, Mixed - Ch. 2	- - -	88	53 3 1
76	Ore Place - 7	- - -	40	21 9 2
86	Patcham - N. 10	107 0 0	48	22 10 2
75	Peasmarsh - N.	169 0 0		
76	Pett - - N.	75 0 0		
88	Petworth, Boys' N. 5	- - -	89	31 7 9
88	Petworth, Girls' and Infants' N. 5	- - -	188	48 0 2
84	Plumpton - N.	*23 0 0		
79	Polegate - N.	54 0 0		
90	Poling - - N.	87 4 0		
86	Portslade and Hangleton N. 10	126 10 0	87 20	43 7 8 6 10 0
86	Poynings - N. 10	86 8 0	41	21 3 10
86	Preston - N. 4	- - -	64	36 11 6
89	Pulborough N. 5	336 0 0	100	63 1 10
83	Pyecombe - N.	22 5 0		
84	Rodmell - P. 4	- - -	24 10	5 17 8 3 1 8
93	Rogate - N. 5	122 12 6	96 23	60 6 6 7 14 2
81	Rotherfield - N. 3	- - -	81	43 1 6
81	Rotherfield, The Steel Cross - - N. 3	- - -	47 6	26 4 6 2 1 8
84	Rottingdean N. 10	260 0 0	69 16	36 8 0 4 6 8
90	Rustington Ch.	202 0 0		
75	Rye - - Ch. 4	288 10 0	198 33	81 12 9 11 2 11
75	Rye Harbour Ch. 4	190 19 0	42	5 13 0
75	Rye - - W. *a*			
84	Rype - - N. 4	70 0 0	37	17 7 10
80	Salehurst - N. 3	*75 0 0 45 4 0	88	47 12 4
83	Sayer's Common - - N. 4	65 0 0	36	12 17 6
78	Seaford - Ch. 11	369 12 0	53	24 11 2
77	Sedlescombe P. 1	- - -	93	27 17 6
84	Selmeston - N. 4	- - -	47 15	31 7 3 5 2 9
91	Selsey - - N. 11	- - -	79	47 8 8
83	Slaugham - N. 4	60 0 0	55	9 13 10
87	Slinfold - N. 5	80 0 0	69 16	39 11 2 4 16 8
86	Sompting - N.	*64 0 0		
87	Southwater Ch. 5	- - -	65	9 13 1
86	Southwick - N. 11	*70 0 0	100 24	56 5 10 6 18 4
77	Staplecross - W. 7	- - -	83	51 19 2
86	Steyning - N. 11	469 0 0	87	57 2 8
89	Storrington - N.	*20 0 0		
94	" " Stoughton and Racton - N.	149 18 9 62 10 0		
89	Sullington - Ch. 3	- - -	37	26 7 6
80	Ticehurst - N. 1	350 0 0	159	81 15 6
80	Tidebrook - N. 1	212 0 0	31	9 16 1
93	Tillington - N. 5	- - -	90	19 11 8
81	Twyford - N. 3	- - -	65	5 12 10
81	Uckfield - N. 4	256 10 0	110 35	65 3 0 13 14 2
80	Wadhurst, Best Beech Hill District Ch. *a*			
80	Wadhurst - N. 1	*100 0 0 280 0 0	184	98 2 8
81	Waldron - N. 4	- - -	54 15	23 10 8 5 4 2
79	Warbleton - N. *d*	*50 0 0		
87	Warnham - N. 5	74 0 0	62	31 10 8
79	Wartling - N. 1	- - -	49	24 13 10
89	Washington Ch. 12	- - -	85	53 14 4
94	Westbourne N. *b*	*90 0 0		
84	Westmeston N. 4	- - -	10	*e*
83	Wilfrid's, St., Mixed - N. 5	- - -	153 29	83 18 4 8 19 2

a School closed. *b* Removed from inspection. *c* School sold. *d* School extinct.
e Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
82	Withyham, St. John's - N. 3	76 15 0	66	12 19 11
82	Withyham, St. Michael's - N. 3	- - -	59	40 7 8
86	Woodmancote Ch. 11	- - -	24	13 19 6
93	Woolbeding N.	181 0 0		
82	Worth - Ch. 3	- - -	74	39 19 4
90	Worthing (Boys) - N. 10	*100 0 0	119	69 5 4
90	Worthing, Davison's Infant N. 10	- - -	137	72 9 4
90	Worthing Institution - B. 7	- - -	83	41 17 10
90	Worthing - W. *a*			
	WARWICKSHIRE.			
405	Alcester - N. 7	123 18 6	133 36	60 5 2 12 18 4
396	Allesley, Reformatory.			
404	Alveston - Ch. 2	- - -	75 8	37 6 6 1 13 4
376	Amington - N. 2	- - -	74 12 45	44 0 4 3 6 8 32 12 6
405	Arrow - - N. 12	- - *b*	23 45 15	8 12 6 34 7 0 6 14 2
395	Ashted, St. James' - Ch. 11	- - -	304 25	81 9 4 6 19 2
395	Aston - - N. 11	351 0 0	108	53 15 0
395	Aston Brook, St. Mary - Ch. 1	209 5 0	199 22	82 16 2 8 16 8
397	Atherstone, Grammar, Free - - N. 1	341 8 6	221	87 10 0
397	Atherstone, Girls and Infants - 1	31 1 10		
398	Attleborough N. 5	242 18 4	114 19	72 1 10 5 10 10
162	Barton-on-the-Heath - N.	100 0 0		
397	Bentley - N. 1	- - -	169	68 11 2
396	Bickenhill - N. 5	- - -	44	22 19 4
405	Bidford - N. 6	82 12 6	166 45	72 6 2 15 7 6
394	Birmingham, All Saints' - N. 11	616 0 0*b*	274 171 329 137	153 3 0 68 14 2 153 6 5 48 6 4
394	Birmingham, All Saints, Nineveh, Mixed - 11	- - -	139	97 16 6
394	Birmingham, All Saints, Protestant (Heath St.) 11	238 15 0*b*	296 65 397 25	140 16 6 18 10 10 196 9 2 6 9 2
394	Birmingham, Asylum - U.			
394	Birmingham (Bishop Ryder's) - N. 7	1,154 2 0	615 374	292 14 9 86 1 8
394	Birmingham, Bishop Ryder's, Staniforth Street N. 7	238 10 0	201	86 12 2
394	Birmingham, Carr's Lane, Undl. 4	- - -	100 17	44 19 8 5 17 6

a School extinct.

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, Ch. Ch. (Fleet Street), Inft. 11	- - -	95	45 19 8
394	Birmingham, Ch. Ch. (Pinfold Street) N. 11	*400 0 0	310 38	184 5 10 10 8 4
394	Birmingham, Church of the Messiah B. 1	- - -	154	65 12 0
394	Birmingham, Church of the Saviour B. 6	- - -	154 65	81 9 4 9 11 1
394	Birmingham, Girls' Reformatory.			
395	Birmingham, Heneage Street B. 1	- - -	66	32 18 8
394	Birmingham, Hebrew - 5	- - -	206	109 17 4
394	Birmingham, Immanuel, Infants, Holliday Street N. 2	171 0 0	110	45 3 6
394	Birmingham, Industrial - B. 6	41 0 0	131	63 5 10
394	Birmingham, Indust. Free	995 0 0		
394	Birmingham, Islington - W. 6	- - -	388	214 3 10
394	Birmingham, Ladywood, St. John's - N. 7	1,582 0	560	333 12 8
394	Birmingham (Ladywood), St. John's, Coplow Street - Ch. 7	162 16 3	108 21	48 7 2 2 12 6
394	Birmingham, Legge Street B. 6	- - -	68	30 14 2
394	Birmingham, New Jerusalem - Ch. 6	- - -	285 70	172 14 2 24 13 4
394	Birmingham, Oratory, Poor R.	- - -	66	18 8 8
394	Birmingham, St. Anne's (Alcester St.) - R. 10	- - -	240	85 4 1
395	Birmingham, St. Anne's (Duddleston) N. 5	774 13 1	206	88 8 5
394	Birmingham, St. Asaph's N. 2	- - -	227 116	88 10 3 29 11 4
394	Birmingham, St. Barnabas, Boys and Girls - N. 6	686 11 3 576 11 0	350 84	193 9 10 28 0 1
394	Birmingham, St. Barnabas', (Ryland Street North), Infants - - N. 6	196 0 0	230	121 8 8
394	Birmingham, St. Bartholomew's - N. 8	*150 0 0 372 10 0	213 48 491	36 18 8 14 15 0 192 11 8
394	Birmingham, St. Chad's - R. 10	- - *b*	296 486 350	99 3 4 176 5 3 119 8 11
395	Birmingham, St. Clement's, Nechells - N. 10	1,503 12 2	690 64	349 17 7 22 15 3

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. David's (Macdonald Street) - N. 2	586 10 0	173	95 9 4
394	Birmingham, St. George's (Russell St.) N. 3	*300 0 0	784	437 10 0
	" " "	761 6 8	188	62 3 4
394	Birmingham, St. George's, Hospital St. Branch - 3	- - -	128	45 9 11
394	Birmingham, St. George's, Mission Ch. Branch - 3	- - -	110	40 5 4
394	Birmingham, St. John's - R. 10	858 0 0	419	218 8 4
			322	122 15 0
394	Birmingham, St. Jude's Ch. 6	555 4 0	191	84 8 6
			111	39 2 6
395	Birmingham, St. Lawrence N. 5	241 10 0	146	64 15 4
394	Birmingham, St. Mark's, Helena St. - N. 9	89 10 0	99	48 10 10
394	Birmingham, St. Mark's (St. Mark's Street) - N. 9	504 16 4	648	357 0 8
394	Birmingham, St. Mark's (St. Mark's Street), Infants - - N. 9	215 11 3	15	6 0 6
394	Birmingham, St. Martin's, Allison St. - 8	- - -	51	20 17 4
394	Birmingham, St. Martin's, New Hall Street - Ch. 8	- - -	163	80 11 6
			42	13 10 0
394	Birmingham, St. Mary's - N. 10	750 0 0	199	85 18 6
394	Birmingham, St. Mary's, Boys R. 10	- - -	45	12 7 6
			75	37 16 0
394	Birmingham, St. Mary's (G. and I.) - R. 10	- - -	26	8 18 4
395	Birmingham, St. Matthew's - N. 5	1,573 3 6	156	78 7 6
			618	342 2 6
394	Birmingham, St. Matthias N. 10	1,317 13 9	242	74 3 4
			a	
394	Birmingham, St. Nicholas, Infant - N. 5	- - -	*b*	5 0 0
394	Birmingham, St. Nicholas' R. *c*	- - -	80	19 11 7
394	Birmingham, St. Paul's - N. 5	788 0 0	563	188 4 4
394	Birmingham, St. Paul's, Camden Drive, District - N. 5	333 0 0	190	69 3 4
			176	49 19 7
			90	32 1 8
394	Birmingham, St. Peter's (London Prentice Street), Infants - N. *c*	- - -		
394	Birmingham, St. Peter's (Moor Street) N.	73 10 0		
394	Birmingham, St. Peter's R. 10	531 0 0	250	126 19 8
			110	45 10 0

a Due, but not paid.

b Paid under Article 90[1] (1).

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Philip's N. 7	500 0 0	128	55 7 2
394	Birmingham, St. Saviour's N. 10	150 0 0	106	51 1 10
394	Birmingham, St. Stephen's N. 11	840 12 0	462	212 17 10
			50	16 13 5
394	Birmingham, St. Thomas' (Holloway Head Street) - N. 2	315 0 0	594	311 5 2
			183	57 10 10
394	Birmingham, Severn Street B. 6	- - -	450	236 16 2
394	Birmingham, Steelhouse Lane - - B. 6	- - -	80	39 0 10
			71	24 2 6
394	Birmingham, Unitarian Domestic Mission - - 6	- - -	535	264 13 10
394	Birmingham W.			
394	Birmingham, Windmill Street, St. Catherine's R. 10	- - -	143	57 3 6
394	Birmingham, Wycliffe - B. 1	- - -	197	106 6 2
			18	5 18 4
395	Bordesley, St. Andrew's N. 2	516 0 0	292	127 11 2
			23	7 19 5
395	Bordesley, St. Andrew's, Infts., Small Heath - N. 3	99 0 0	128	43 11 10
401	Bourton-on-Dunsmoor - Ch. 5	- - -	38	9 5 2
			9	0 19 10
406	Brailes - Ch. 6	397 0 0	86	40 15 8
401	Brinklow - N. 4	377 10 0	114	48 18 4
395	Bromwich, Little - - N. 11	105 12 0		*a*
403	Budbrooke - Ch. 6			
398	Bulkington, St. James' Ch. 2	609 0 0	170	94 9 11
			58	23 14 6
406	Burmington N.			
407	Chesterton Ch. 3	- - -	20	5 6 8
398	Chilvers Coton N. *c*	104 0 0		
404	Claverdon - N.	240 0 0		
401	Clifton - on-Dunsmoor - N. 5	186 0 0	43	17 9 6
404	Combroke - 3	- - -	39	19 12 6
407	Compton (Fenny) - N.	*54 0 0		
162	Compton, Long, Ch. 6	- - -	84	40 10 8
			25	9 5 10
396	Corley Moor N.			
400	Coventry, Girls' Blue Coat - N. *d*			
400	Coventry, Grey Friars Lane N. 4	- - -	67	24 2 5
400	Coventry, St. John's - N.	*120 0 0		
400	Coventry, St. Mary's, Red Lane.			
400	Coventry, St. Mary's - R. 9	- - -	179	97 9 2
400	Coventry, St. Michael's - N. 4	1,200 0 0	40	25 10 10
			451	256 13 0
400	Coventry, St. Osburg's - R. 9	- - -	41	10 15 10
400	Coventry, St. Nicholas' Place, Boys B.	*125 0 0	100	52 10 0

c School closed. *d* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
400	Coventry, St. Peter's - N. 4	283 17 6	306	133 18 8
			46	14 18 4
400	Coventry, Holy Trinity N. 4	1,349 10 0	423	214 4 0
			13	4 12 6
400	Coventry, Vicar Lane B. *a*	*200 0 0		
403	Cubbington - N. 8	220 0 0	105	56 1 6
395	Deritend, St. John's - N. 9	362 5 0	319	170 8 6
			76	24 8 4
401	Dunchurch, Boys, Free -	8 5 0		
401	Dunchurch, G. and I. - N.	*106 0 0		
	" "	42 0 0		
404	Eatington - N. 2	- - -	52	23 8 0
			10	2 15 0
393	Edgbaston - P. 10	- - -	163	94 10 6
393	Edgbaston, St. George's N. 10	182 0 0	319	175 1 10
393	Edgbaston, St. James' Ch. 6	782 17 6	416	216 5 2
			24	8 3 4
394	Edgbaston, St. Luke's - N. 10	516 6 8	407	203 9 0
			55	22 4 2
395	Erdington - B. 1	100 0 0	96	29 14 6
395	Erdington - R. 10	- - -	79	34 5 8
399	Exhall - N.			
401	Grandborough N.	54 10 0		
406	Halford - N.			
403	Hampton-on-the-Hill - R.			
401	Harborough Magna - N. 12	88 0 0	37	5 10 0
407	Harbury, Wagstaffe's, Endowed, and Harbury - N. 8	306 0 0	117	59 6 10
397	Hartshill - N. 4	148 10 0	71	23 14 9
404	Henley in Arden - N. 5	95 0 0	60	28 11 0
404	Henley in Arden - B. 5	- - -	75	40 9 2
401	Hillmorton - P. 5	- - -	82	34 10 10
403	Hunningham Ch. 4	246 0 0	38	19 0 6
406	Ilmington - N.	308 0 0		
406	Ilmington, St. Mary - R. 10	- - -	68	46 6 0
407	Itchington, Bishops - N.	*37 0 0		
	" " -	218 5 10		
407	Itchington, Long - - N. 7	502 0 0	111	61 16 4
			19	6 0 10
403	Kenilworth, St. Austin's R.			
403	Kenilworth, St. John's - N. 7	212 0 0	94	38 4 4
403	Kenilworth (St. Nicholas), Girls and Infants - - N. 7	*57 0 0		
	" "	599 0 0	133	78 18 10
399	Keresley and Coundon - N. 4	112 10 0	131	82 9 4
376	Kingsbury, Endowed - N. 1	57 13 10	67	20 14 10
405	Kinwarton and Great Alne - N. 7	68 10 0	44	17 17 6
405	Kinwarton and Great Alne, Sunday - -	*30 0 0		
401	Lawford, Long P. 12	- - -	48	18 3 6
396	Lea Marston Ch. 1	- - -	93	41 10 6
403	Leamington, Girls - - B. 5	- - -	110	63 7 4
403	Leamington, St. John's - N. 11	- - -	100	42 7 8
403	Leamington Priors - N. 11	1,100 0 0	198	86 13 2
403	Leamington Priors - R.			
403	Leamington Priors - W. 5	- - -	120	75 3 6
403	Leamington, St. Mary's - N. 11	- - -	71	32 4 10
407	Lighthorne - N. 3	- - -	44	22 3 10
404	Loxley - - N. 5	10 10 0	43	23 4 2
395	Lozells, St. Silas' - - N. 10	- - -	203	85 2 10
405	Mappleborough Green - N. 7	- - -	42	20 8 8
401	Marton - N. 3	212 0 0	45	2 10 3
407	Napton on the Hill - N. 3	64 0 0	33	23 8 6
398	Nuneaton (Abbey End), Infants - N.	241 0 0		
398	Nuneaton (Church Lane) - N. 3	618 0 0	292	138 9 10
			73	22 10 10
403	Offchurch (Lady Aylesford's) - 8	- - -	47	33 11 0
			6	2 13 4
396	Packington (Earl of Aylesford's) 5	- - -	51	33 5 0
408	Pailton - N. 5	373 0 0	76	36 12 10
400	Radford - B. 5	- - -	29	13 18 10
163	Ratley - - Ch.	117 0 0		
405	Redditch, Mount Carmel - - R. 10	- - -	35	18 2 6
			8	2 5 0
403	Rowington - N. 6	196 0 0	80	42 19 0
401	Rugby, Elborow's - N. 3	29 19 0	182	95 10 6
401	Rugby - - R.			
401	Rugby, St. Matthew's N. 3	174 10 0		
401	Rugby (St. Matthew's District) New P.	275 0 0	340	191 3 2
			37	3 13 4
401	Rugby, Trinity P. 3	- - -	246	144 6 10
401	Rugby - - W. 5	- - -	137	77 4 2
401	Ryton-on-Dunsmore - Ch. 2	196 8 0	62	27 14 0
395	Saltley, Reformatory.			
395	Saltley, Worcester Diocesan Practising - 4	200 0 0	88	38 5 4
402	Shirley (Endowed) - Ch. 6	*65 0 0		
	" "	221 2 6	104	74 13 10
404	Snitterfield - N. "	*100 0 0		
		25 0 0		
402	Solihull, Lower, Free - - N. 6	- - -	58	*b*
402	Solihull, Palmer's Charity, Girls - - 6	- - -	102	48 3 0
407	Southam - Ch. 4	- - -	138	55 11 5
407	Southam Independent - *	46 0 0		

a Grant repaid

b Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
398	Stockingford N. 2	604 5 0	98	47 5 10
407	Stockton - N. 11	55 4 4	106	60 6 8
399	Stoke - N. 4	76 0 0	94	44 13 0
403	Stoneleigh - P. 11	- - -	69	*a*
406	Stourton and Cherington Ch. 6	40 0 0	45	20 3 11
404	Stratford-on-Avon - - N. 2	311 11 8	9	2 15 10
404	Stratford-on-Avon - - B. 5	- - -	328	146 8 8
401	Stretton-on-Dunsmore - N. 2	232 14 2	49	15 5 10
405	Studley - N. 11	*35 0 0	96	46 13 4
	" "	339 12 4	27	*a*
395	Sutton-Coldfield - - R.			*b*
401	Thurlaston - N.	138 15 0		
406	Tysoe - - Ch. 6	554 0 0	184	82 17 11
407	Ufton - - N. 12	- - -	33	8 5 1
399	Walsgrave-on-Sowe - - N. 4	10 10 0	31	15 19 11
404	Walton - Ch. 6	- - -	47	14 6 2
397	Warton - Ch.	267 0 0	43	30 15 6
403	Warwick - B. 5	- - -		
403	Warwick, High St. Chapel - B. 5	261 0 0	83	46 19 2
403	Warwick, St. Mary's - N. 6	*150 0 0	79	50 0 2
	" "	167 0 0	262	149 18 2
403	Warwick, St. Mary's and St. Paul's, Infants - N. 5	162 0 0	141	46 8 8
			9	3 7 6
403	Warwick - W. 5	- - -	52	8 9 5
403	Warwickshire, Reformatory.			
404	Wellesbourne Ch.	185 10 9		
403	Westwood, Canley Hill - N. 11	- - -	62	39 14 8
406	Whichford - 6	- - -	65	36 0 10
376	Wilnecote - N.		25	9 4 2
395	Wishaw - N.			
401	Wolston - Ch. 4	- - -	88	56 8 6
412	Wolvey - N. 5	*53 0 0	91	38 5 0
	" - "	12 3 0		
404	Wootton Wawen - - N. 5	208 0 0	29	13 17 0
404	Wootton Wawen - - R. 10	- - -		*b*
	WESTMORELAND.			
575	Ambleside - N. 5	281 15 0	163	91 11 8
573	Appleby, St. Laurence's B. 6	126 15 0	120	68 5 2
575	Barbon - P. 5	136 3 9	39	23 9 10
574	Bolton, Village - 2	- - -	32	10 11 3
573	Bongate - N. 2	65 0 0	107	66 16 10
573	Brough - N. 2	- - -	79	47 1 2
575	Burnside, Endowed - 5	- - -	145	71 14 8
575	Burton, Morewood, Memorial, Infant - 3	- - -	46	18 13 9
575	Burton in Kendal - Ch. 3	- - -	71	49 13 4
575	Casterton - N.	42 0 0		
574	Cliburn - 1	- - -	54	17 10 0

a Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	WESTMORELAND—*cont.*	£ s. d.		£ s. d.
574	Clifton - - Ch.			
573	Dufton - B. 6	31 18 3	58	25 7 5
575	Endmoor - Ch. 3	- - -	76	35 10 2
575	Firbank - Ch. 4	112 4 0		
575	Grasmere - Ch. 5	- - -	41	10 11 3
575	Grayrigg - N. 5	32 0 0	38	*a*
575	‡Helsington - N.			
574	‡Helton - N.			
575	Holme - - N. 2	82 10 0	65	43 15 0
575	Kendal - N. 9	140 17 0	249	83 3 6
575	Kendal, Castle Street, Girls and Infants - B. 5	- - -	199	110 10 8
575	Kendal, Fellside - - B. 5	- - -	112	53 2 4
575	Kendal, Boys B. 5	*125 0 0		
	" - "	138 5 4	198	126 13 4
575	Kendal - P. 9	- - -		
575	Kendal - U.		196	84 17 8
575	Kendal, St. George's (Girls') - N. 9	243 10 0	90	38 7 2
575	Kendal, St. Thomas' - Ch. 9	- - -	95	49 0 0
575	Kendal - W. 5	173 0 0	72	27 19 2
575	Kirkby Lonsdale - - N. 5	592 5 0	13	3 12 6
573	Kirkby Stephen - N. 2	*45 0 0	180	123 13 4
573	Kirkby Thore B. 6	- - -	27	11 14 2
573	Kirkby Thore N. 2	- - -	78	49 8 10
575	Langdale - Ch. 5	- - -	28	13 0 8
575	Levens - - Ch. 3	- - -	24	16 8 0
574	Martindale - N.	*27 0 0	61	*a*
573	Marton, Long P. 2	- - -	56	28 16 0
575	Meal Bank - B. 5	- - -		
575	Milnthorpe, St. Thomas N. 3	- - -	38	22 15 10
573	Ormside - N.	35 0 0	71	53 5 0
575	Staveley - N. 5	- - -	74	36 19 0
574	Strickland, Great - N. 1	- - -	111	42 9 8
573	Tebay - - N. 2	- - -	43	19 0 5
573	Temple Sowerby Ch. 3	12 0 0	68	2 5 0
575	Troutbeck - Ch. 5	- - -	40	24 2 0
573	Warcop - N. 2	144 0 0	33	*a*
575	Windermere, St. Mary's (Applethwaite) N. 5	50 0 0	58	40 13 2
574	Yanwath - Ch. 2	- - -	135	68 12 11
			70	51 0 0
	WILTSHIRE.			
121	Aldbourne - N. 2	306 0 0	81	36 9 2
263	Alderbury - N. 10	- - -	24	9 1 8
256	Allcannings N. 3	26 14 8		*b*
262	Amesbury - N. 1	- - -	69	39 13 2
			81	45 14 4
260	Ashton - - Ch. 2	- - -	34	13 16 8
			81	37 13 4
259	Ashton, West N. 12	169 15 0	26	7 16 8
255	Avebury - P.	40 0 0	76	27 15 2
265	Barford, St. Martin's - N. 1	478 0 0		
121	Bedwin, Great N. 2	- - -	66	18 5 10
			128	61 0 8
			36	13 0 0

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
121	Bedwin, Little N. 2	328 0 0	56	37 12 0
			16	6 16 8
265	Bemerton - N. 1	- - -	79	32 8 2
255	Berwick Bassett - - N.	66 0 0		
253	Biddestone - N.	50 0 0		
256	Bishop's Lavington - Ch. 3	- - -	64	18 15 8
250	Bishopstone (near Faringdon) - N.	126 0 0		
265	Bishopstone (near Salisbury) - - N. 1	129 8 6	72	35 3 0
265	Bower Chalke N. 1	40 0 0	48	23 14 6
254	Bowood - - 5	- - -	72	46 0 0
253	Box - - Ch. 5	- - -	116	9 11 0
258	Bradford-on-Avon, Boys B. 3	- - -	92	46 1 10
258	Bradford-on-Avon, Girls B. 3	- - -	91	39 6 2
258	Bradford, Ch. Ch. - N. 11	- - -	118	55 1 8
258	Bradford, Trinity - N. 11	*190 0 0	133	66 13 6
	" - "	149 3 2		
104	Bramshaw, Warren's, Girls - - N. *a*			
259	Bratton - N. 11	50 0 0	42	28 1 0
			16	5 18 4
			80	39 12 4
259	Bratton - B. 2	95 19 6	19	6 2 6
254	Bremhill - N. 5	150 0 0	32	15 15 8
			90	42 2 8
252	Brinkworth - Ch. 5	215 6 3	16	5 16 8
260	Brixton Deverell N. 5	*40 0 0		
265	Broad Chalke N. 1	251 0 0	76	34 14 8
			21	7 9 2
255	Broadtown - Ch. 11	205 0 0	34	20 10 0
256	Bromham - N.	146 17 6		
256	Bromham - B.			
258	Broughton Gifford - N. 11	90 13 4	83	36 7 0
			10	2 16 8
261	Burbage - N. 2	276 0 0	183	84 0 0
254	Calne - - B. 12	- - -	180	78 12 10
			40	14 5 0
			71	48 5 4
254	Calne, Boys and Girls - N. 5	45 0 0	*d*11	3 7 6
			72	48 7 2
254	Calne (Lord Lansdowne's), Infants - 5	- - -	63	32 10 0
254	Calne, Middle, Endowed, Free Grammar. *b*			
254	Calne, the Guthrie Juvenile - 5	- - -	74	38 0 2
254	Calne, Trinity N. 5	192 0 0	61	30 13 10
			98	56 8 2
253	Castle Combe N. 5	- - -	16	4 18 4
263	Charlton, All Saints - Ch. 1	- - -	44	21 19 0
252	Charlton Park N. 4	- - -	76	43 1 8
256	Cheverell, Great N.	50 0 0		
256	Cheverell, Little, Mixed - Ch.			
266	Chilmark - N. 3	283 0 0	88	39 11 10
			45	17 5 10
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
121	Chilton (Foliatt) N. 2	- - -	61	30 10 11
253	Chippenham - N. 5	*170 0 0	228	48 2 5
	"	169 15 6	34	10 16 8
253	Chippenham B. " 2	- - -	134	53 4 0
253	Chippenham U.			
253	Chippenham, St. Paul's - Ch. 5	776 0 0	169	96 10 4
256	Chirton - N.	40 0 0		
250	Chisledon - N.	290 9 0		
256	Chittoe - N.			
262	Cholderton - P. 1	- - -	24	10 4 0
253	Christian-Malford - N. 5	- - -	92	54 7 0
			27	8 12 6
118	Chute - - N. 7	336 0 0	61	31 13 4
			11	2 5 10
251	Clack (Lyneham - N. 4	198 12 0	70	39 7 8
			18	7 11 8
251	Cliffe Pypard Ch. 11	- - -	36	22 9 0
261	Collingbourne Ducis - N. 2	340 0 0	87	40 8 10
			19	5 9 2
261	Collingbourne-Kingston - Ch. 2	- - -	80	46 14 8
			34	11 15 0
263	Combe Bissett N. 10	47 10 0	49	25 19 0
254	Compton Bassett - - N.	53 0 0		
253	Corsham - B.	*100 0 0	62	42 1 4
	" - "	41 13 0		
253	Corsham, Pickwick District - N. 5	444 0 0	125	54 8 1
			22	3 14 8
253	Corsham Side Ch. 5	215 15 0	70	45 14 4
			23	7 4 2
260	Corsley - N.	150 0 0		
251	Cricklade - N. 11	108 0 0		*c*
251	Cricklade - B. 3	- - -	67	21 16 1
260	Crockerton - N. 2	- - -	48	23 11 2
252	Crudwell - N. 4	120 0 0	40	14 0 0
103	Damerham - N. 1	260 0 0	64	33 1 8
			18	7 8 4
252	Dauntsey, Earl Danby's Endowed Free	- - -	47	32 3 6
108	Dean, West Ch. 7	- - -	22	12 2 10
254	Derry Hill - N. 5	132 0 0	77	36 1 2
			12	3 16 8
256	Devizes - B. 3	*140 0 0	196	124 7 8
		52 10 0	39	11 19 2
	" - "			
256	Devizes, Town N. 8	- - -	116	94 12 6
			16	4 16 8
259	Dilton Marsh N. 2	217 10 0	125	58 9 0
			38	12 3 4
259	Dilton Marsh, Infant - B. 3	- - -	81	44 4 4
			27	3 7 6
266	Donhead, St. Mary's - N.	*29 0 0		
263	Downton - N. 10	162 0 0		*c*
263	Downton, Boys - B. 5	244 6 8	82	34 12 0
			23	8 17 6
263	Downton, Girls B.			
262	Durrington - P. 10	- - -		*c*
256	Erchfont - N. 8	- - -	112	49 8 8
261	Everleigh - N.	70 0 0		
263	Farley - - N.	154 6 3		
262	Figheldean - N. 1	- - -	46	22 3 2
263	Fisherton Anger N. 1	366 1 10	267	142 4 2
263	Fisherton - B. 5	- - -	95	45 12 8
266	Fonthill's, Bishop - N.	37 10 0		
266	Fonthill Gifford - N.	41 0 0		

a Amalgamated with Bramshaw N.S., Hants. *b* Removed from inspection. *c* Due, but not paid.
d For two years.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
265	Fovant - N. 1	105 0 0	61	29 7 4
			53	17 9 8
254	Foxham,			
121	Grafton, East N. 2	- - -	88	33 10 2
			32	9 18 4
263	Grimstead, West - - N.	101 0 0		
253	Grittleton - Ch. 5	- - -	44	20 7 6
252	Hankerton - N. 4	52 0 0	35	5 17 10
263	Harnham, East - - Ch. 2	- - -	82	42 2 6
263	Harnham, West - - N. 10	120 0 0	33	18 0 10
254	Heddington N. 3	- - -	45	25 2 2
			17	6 15 10
260	Heytesbury - N. 2	*150 0 0	172	83 1 4
	„ - „	155 0 0	42	13 9 1
250	Highworth - N. 11	*100 0 0 *a*	214	98 2 7
	„ - „	252 1 3	81	14 8 9
			239	134 1 6
250	Highworth - B. 8	- - -	45	25 6 10
250	Highworth (Swindon) - U.			
254	‡Hillmarton - N.			
257	Hilperton - N. 11	70 0 0	63	24 9 4
			7	2 17 6
266	Hindon - N. 3	- - -	92	59 5 6
255	Hinton (Broad) Endowed - N.	160 0 0		
250	Hinton, Little N.	65 0 0		
258	Holt - - N.	*40 0 0		
260	HorningshamN. 2	- - -	79	50 16 0
			25	7 2 6
252	Hullavington Ch. 4	- - -		
260	Imber - - N.	*34 0 0	67	29 12 4
267	Kingston Deverill - - N. 2	- - -	43	21 16 6
267	Knoyle, East N. 3	*31 0 0	74	30 15 4
	„ - „	17 17 2	19	6 15 10
253	Lacock - N. 5	218 7 6	127	65 18 8
263	Landford - N. 1	45 0 0	74	39 13 6
			21	5 1 8
253	Langton Fitzurze - N. 5	116 0 0	59	28 8 4
251	Latton - P. 11	- - -	38	17 13 4
263	Laverstock - N.	5 0 0		
258	Limpley Stoke N. 11	75 0 0		
260	Longbridge Deverill - N. 2	- - -	35	17 16 4
			81	51 8 0
			41	14 2 6
118	Ludgershall N. 7	- - -	77	41 7 8
			16	4 11 8
266	Ludwell - N. 3	70 0 0	79	50 2 8
251	Lydiard Millicent - - N.	183 3 4		
251	Lydiard Tregoz - - N. 11	257 12 0	72	34 17 8
251	Lyneham - N. 4	166 2 6	65	18 15 0
262	Maddington N. *b*			
267	Maiden Bradley - - N. 2	65 0 0	82	42 7 0
252	Malmesbury, Juvenile and Infant - Ch. 4	- - -		
252	Malmesbury and Westport - - Ch. 4	600 0 0	288	116 9 1
256	Marden - N.	25 0 0	119	67 6 8
250	Market Lavington - N. 3	140 0 0	126	55 19 7
			22	7 10 0

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
255	Marlborough, St. Mary's - N. 4	395 0 0	176	122 0 4
255	Marlborough, St. Peter's N. 4	500 0 0	163	76 13 8
			36	13 13 4
103	Martin - - N. 10	123 0 0	—	*c*
257	Melksham - N. 11	267 10 4	250	114 0 2
257	Melksham - B. 3	64 6 8	66	31 9 4
257	Melksham - U.			
267	Mere - - - N. 3	262 0 0	145	73 3 4
			43	10 17 6
252	Minety, St. Leonard's - N. 4	116 0 0	41	22 15 0
			12	4 5 10
258	Monkton Farley - - N. 11	- - -	36	19 2 4
263	Morgan's Vale (Downton) Infants - 10	- - -		*c*
261	Netherawon N.			
265	Netherhampton N. 10	- - -		*c*
253	Nettleton and Burton - N. 5	96 6 0	71	32 1 4
339	Newnton, Long N. 2	204 0 0	26	*d*
265	Newton, South N. 10	- - -	40	18 14 0
262	Newton Tony P. 10	73 0 0	62	33 14 4
260	Norton Bavant Ch.	20 0 0		
263	Nunton - N. 10	- - -		*c*
256	Patney - N.	*25 0 0		
261	Pewsey - N. 2	*75 0 0		
	„ - „	19 12 10	167	93 2 6
261	Pewsey, St. John Baptist N. 2	171 5 0	20	6 3 4
253	Pickwick N., *see* Corsham.			
263	Pitton - - N. 1	- - -	55	22 19 2
107	Plaitford - N. 12	111 9 4	51	21 8 0
340	Pool Keynes N. 3	95 5 0	23	16 5 4
			11	4 4 8
251	Purton - N. 11	584 0 0	198	112 12 8
263	Redlynch - N. 10	- - -	84	45 8 10
			22	8 18 4
259	Road Hill - N. 11	*60 0 0	59	28 1 0
256	Rowde - N. 3	- - -	76	46 6 6
256	Rowde, St. Peter's N.	142 7 6		
264	Salisbury, Inft. 10	- - -		*c*
264	Salisbury, Model for Girls - *e*			
264	Salisbury - U.			
264	Salisbury, St. Edmund's, Practising - N. 10	1,361 0 0		*c*
264	Salisbury, St. Edmund's, Sunday - -	*40 0 0		
264	Salisbury, St. Martin's - N. 10	21 0 0		*c*
264	Salisbury, St. Thomas' - N. 10	479 0 0		*c*
264	Salisbury, Scots Lane - - 8			*c*
264	Salisbury - W. 5	- - -	63	20 4 7
			40	24 2 6
255	Savernake - N. 2	- - -	7	2 2 6
253	Seagry - - N. 5	50 0 0	16	7 7 6
257	Seend - - Ch. 11	27 15 0	63	29 8 8
266	Semley - N. 3	123 0 0	62	37 3 2
257	Shaw - - N. 11	- - -	43	19 5 0
252	Sherston Magna - N. 4	170 0 0	122	55 19 10
252	Sherston - B. 2	- - -	80	21 0 5
262	Shrewton - N. 1	125 1 3	87	41 11 4
340	Somerford Keynes - Ch. 3	214 0 0	42	17 13 6

a For two years. *b* School given up. *c* Due, but not pai *d* Refused under Article 52 *d*.
e School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
256	Southbroom, St. James - N. 3	*50 0 0	54	23 16 4
			18	7 11 8
259	Southwick Ch. 12	- - -	82	42 11 10
			68	22 9 1
253	Stanton, St. Quintin - Ch. 5	- - -	33	15 4 4
265	Stapleford - P. 1	- - -	17	5 15 7
257	Staverton - N. 11	- - -	74	35 6 5
259	Steeple Ashton - - N. 11	- - -	87	37 12 10
265	Steeple Langford - - N. 1	286 0 0	56	28 17 2
256	Stert - - N.	20 0 0		
254	Stockley - N.	175 0 0		
263	Stratford-sub-Castle - N. 1	37 10 0	37	29 2 0
			10	3 10 0
250	Stratton, St. Margaret's N. 11	*35 0 0		
	"	292 10 6	*a*	
257	Studley, St. John's - N. 11	381 0 0	29	12 15 7
253	Sutton Benger - - N.	42 0 0		
260	Sutton Veny Ch. 2	- - -	59	31 16 4
266	Swallowcliffe N.	45 0 0		
250	Swindon - N. 9	*85 0 0	113	71 3 10
			42	9 8 4
	"	47 0 0	—	535 0 0
250	Swindon, Old, " Infants - N. 9	- - -	185	83 9 6
250	Swindon, New, Free Christian Church - 12	- - -	87	38 3 10
250	Swindon, New (Great Western Railway) N. 9	598 0 6	422	235 19 8
250	Swindon - W. 3	- - -	96	33 13 0
266	Tisbury - N. 3	429 0 0	147	85 1 10
			17	6 7 6
266	Tollard Royal Ch. 11	- - -	52	24 8 6
257	Trowbridge - N. 11	726 0 0	439	139 10 4
			86	20 15 1
257	Trowbridge, Boys - - B.	- - -	108	51 10 8
257	Trowbridge, Girls - - B. 3	- - -	87	47 10 10
257	*Trowbridge, Holy Trinity N. 11	105 0 0		
	" "	8 0 0	128	52 8 10
260	Upton Scudamore - - N.	*30 0 0		
250	Wanborough P.			
260	Warminster N. 2	*460 0 0	307	153 16 8
	" "	291 0 0	67	19 7 6
260	Warminster B. 2	*155 0 0	125	56 8 6
			30	9 15 0
259	Westbury - N. 11	150 0 0	82	36 1 0
			22	8 15 0
259	Westbury (Boys) B. 2	- - -	53	21 6 8
259	Westbury (Girls) B. 2	- - -	77	45 17 6
259	Westbury, Heywood House N. 11	- - -	69	27 8 7
259	Westbury, Leigh Ch. *c*			
258	Westwood - N.	73 0 0		
263	Whiteparish N. 1	100 0 0	131	65 19 4
			28	8 1 8
265	Wilton - N. 10	- - -	237	119 12 6
265	Wilton Park N. 10	- - -		*a*
258	Winsley - N.	180 16 10		
262	‡Winterbourne, Earl's - N.			
255	Winterbourne Monkton - P.	25 0 0		
262	Winterbourne-Stoke - N. 10	- - -	38	19 11 2
			28	10 13 4
263	Winterslow N. 1	10 10 0	127	57 14 6
			8	2 5 0
251	Wootton Bassett - - N. 4	638 0 0	178	99 15 0
			30	11 11 8
251	Wootton Bassett - - B. 2	413 12 6	139	66 15 2
261	Wootton Rivers N. 2	90 0 0	87	52 14 4
			11	3 15 10
258	Wraxall, South N.	37 10 0		
265	Wylie - - N.	*45 0 0		
253	Yatton Keynell - - Ch. 5	- - -	32	16 12 0
267	Zeals - - N. 3	42 0 0	48	21 14 1
	WORCESTERSHIRE.			
386	Abberley - P. 10	292 0 0	80	36 17 2
392	Alvechurch - N. 2	317 0 0	105	67 8 0
386	Areley King's N.	55 0 0		
389	Badsey, Aldington, and Wickhamford N. 3	125 16 0	51	28 4 2
			8	2 13 4
393	Balsall Heath, St. Paul's - N. 6	1,270 0 0	324	132 12 10
391	Barbourne, St. Stephen's Ch. 9	254 0 0	164	89 6 0
393	Bartley Green N.	*50 0 0		
392	Belbroughton N. 5	- - -	79	31 15 10
389	Bengeworth N. 11	200 0 0	107	63 18 2
			19	5 12 6
388	Berrow - N.	*45 0 0		
384	Bewdley - N. 5	65 3 4		*d*
355	Bewdley, Far Forest - N. 4	60 0 0	50	27 10 0
388	Birts Morton N.	78 0 0		
406	Blockley - B. 12	- - -	73	32 7 11
406	Blockley, Upper Ch. 11	343 5 0	151	84 7 5
			22	5 17 6
385	Bockleton - Ch. 7	- - -	47	17 10 6
390	Bredicot - N. 10	142 6	93	36 9 8
389	Bretforton - N.	75 0		
386	Broadheath N.	*18 0		
386	Broadwas - Ch.	127 13 9		
389	Broadway - N. 11	275 0 0	110	40 11 0
389	Broadway, St. Mary's - R. 5	- - -	63	37 8 7
392	Bromsgrove - B. 2	- - -	85	43 9 6
392	Bromsgrove N. 2	*200 0 0	415	205 4 0
			47	9 2 6
392	Bromsgrove, Park Place R.			
392	Bromsgrove, The Lickey N. 4	295 0 0	82	52 12 6
			12	3 8 4
388	Bushley - P. 3	- - -	48	36 0 0
388	Castle Morton N. 7	102 0 0	31	5 14 10
392	Catshill - Ch. 4	42 10 0	172	82 15 4
			34	10 1 8
391	Claines - N. *e*	*100 0 0		
391	Claines, St. George's - N. 11	*123 0 0*e*	164	75 0 4
			161	88 1 8
389	Cleeve Prior Ch.	106 0 0		
392	Clent - - N. 6	- - -	47	33 16 0
			26	8 0 0

a Due, but not paid. *b* Retiring pension. *c* Removed from inspection. *d* Refused under Article 52 *d*
e For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
392	Clent, Infant 6	- - -	54	21 14 4
386	Clifton-on-Teme - N. 6	100 0 0	48	28 8 0
386	Cowleigh, St. Peter - Ch. 10			
383	Cradley - N. 5	1,092 0 0	131	70 8 6
383	Cradley, The Old Wesleyan's Refuge - B. *a*			
383	Cradley - W. 1	- - -	105	50 5 8
391	Crowle - N. 6	188 0 0	67	41 16 6
390	Cutnall Green Ch. 2	153 6 3	60	5 18 6
392	Dodderhill - N. 9	146 0 6	41	8 3 4
391	Drakes Broughton - Ch. 3	51 0 0	47	18 8 10
391	Droitwich, Coventry Charity - N.			
391	Droitwich, St. Peter's - N. 11	293 8 6		*b*
382	Dudley - B. 8	*400 0 0	127	29 0 0
382	Dudley, Holly Hall - - N. 2	- - -	365	207 10 4
			197	81 7 6
382	Dudley, Ragged 2	- - -	55	*c* 16 14 0
382	Dudley, St. Edmund's - N. 7	450 0 0	164	78 15 4
382	Dudley, St. James' - N. 7	150 0 0	83	51 8 2
			42	20 1 8
382	Dudley, St. John's - N. 7	593 2 6	151	79 13 4
			23	8 4 2
382	Dudley, St. Thomas' - N. 7	367 0 0	258	146 8 0
382	Dudley - W. 1	432 0 0	129	71 7 10
390	Eckington - N.	128 5 0		
383	Eldersfield - N.	224 0 0		
342	Evenload - N.	28 0 0		
389	Evesham, All Saints and St. Lawrence - N. 11	275 0 0	243	115 17 1
			64	22 5 11
389	Evesham - B. 12	160 0 0	130	68 14 0
405	Feckenham - N. 10	801 8 0	119	65 4 1
			16	4 18 4
392	Finstall - N.	65 0 0		
390	Fladbury - Ch. 10	- - -	57	6 12 5
386	†Grimley - N.			
388	Guarlford - N. 10	127 16 11	86	50 8 2
392	Hagley - N. 5	- - -	109	67 18 10
392	Hagley, Infants - - N.	85 0 0		
383	Hales Owen N. 6	*285 0 0	458	228 0 6
	" "	522 6 3	25	5 5 10
383	Hales Owen (Hasbury) Ch.	105 0 0		
383	Hales Owen (Quinton), Ch. Ch. - N. 6	160 0 0	120	75 9 6
386	Hallow, Endowed - N. 11	358 0 0	94	12 17 9
391	Hanbury - N. 10	254 0 0	98	46 6 8
391	Hanbury, Broughton Green - N. 8	80 0 0	22	8 3 6
388	Hanley Castle 1	- - -	35	16 3 10
389	Harvington N.	59 0 0		
392	Headless Cross N. 4	- - -	132	83 18 4
386	Holt and Whitley - N.	*30 0 0		
405	Inkberrow - N. 8	112 10 0	70	36 17 0
384	Kidderminster, New Meeting House, Charity 2	67 0 0	220	111 3 10
			35	10 2 6
384	Kidderminster, St. Ambrose R. 10	- - -	113	64 18 7
			54	24 9 10
384	Kidderminster, St. George's N. 5	275 13 4	399	206 16 6
			94	32 13 4
384	Kidderminster, St. John the Baptist's - N. 5	203 3 4	329	171 18 8
			50	16 10 0
384	Kidderminster, St. John's, Girls - - N.			
384	Kidderminster, St. Mary's - N. 5	83 6 8	333	178 12 6
384	Kidderminster, St. Mary's (Mill Street) Infants - N.		140	43 3 4
393	King's Heath, Infant. *See* Moseley.			
93	King's Norton N. 4	205 10 0	63	31 2 4
393	King's Norton, Strutley St. Branch - 4	- - -	72	37 4 1
			22	8 5 11
386	Leigh Hurst Ch. 1	- - -	63	35 19 0
			7	2 5 10
386	Leigh Sinton N. 1	- - -	57	20 8 8
388	Longdon, Endowed - N. 3	116 0 0	43	2 5 0
383	Lye (on the Waste) - N. 6	531 16 0	304	148 10 0
			57	18 17 6
383	Lye (Stamber-Mill) - N. 6	280 0 0	156	45 1 5
			86	26 11 11
388	Malvern, Great, New Par. - Ch. 11	1,293 0 0	*e* 171	88 2 4
			190	104 18 6
388	Malvern, North - Ch. 10	- - -	168	71 9 0
386	Malvern, Link - - N. 11	75 0 0	113	63 17 8
386	Malvern, Link, Day - - 12	- - -	99	49 10 0
388	Malvern, Wyche - 1	- - -	44	4 18 8
388	Malvern Wells, St. Peter's - N.	*50 0 0		
386	Martley - N. 6	144 0 0	33	*d*
346	Mathon, St. James' - N. 1	38 12 0	73	32 9 0
405	Moreton Abbots - - N.	20 0 0		
393	Moseley - N. 4	- - -	155	78 16 0
393	Moseley, King's Heath, Infts.			
382	Netherton - Ch. 7	- - -	354	161 7 11
406	Newbold-on-Stour - N. 7	93 0 0	60	21 4 7
393	Northfield - N.	*100 0 0	63	18 15 2
390	Norton juxta Kempsey - P. 10	- - -	60	30 18 0
389	Offenham - N.		10	4 3 4
381	Oldbury - N. 6	*75 0 0	309	148 17 2
	Oldbury - "	544 10 0	70	23 15 0
381	Oldbury (Chance's) - N. 6	340 0 0	291	150 9 6
381	Oldbury, Road End, Branch.		165	69 0 10
381	Oldbury, Tat Bank, Infants - - N. 6	331 0 0	80	42 2 0
381	Oldbury - W. 2	- - -	267	145 6 10
345	Overbury - Ch.			

a School closed. *b* Due, but not paid. *c* Evening school grant. *d* Refused under Article 52 *d*.
e For two years.

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	WORCESTER—*cont.*	£ s. d.		£ s. d.
387	Oxford, Worcester, and Wolverhampton Railway (at Worcester) B. *a*			
390	Pershore - N. 10	212 0 0	185	85 8 8
			44	13 18 4
390	Pershore - B. 12	- - -	113	51 10 10
388	Powick - N. 11	*60 0 0	112	68 0 0
	„ - „	26 0 0	108	69 7 6
388	Powick, Bastonford Branch - N. 11	- - -	68	31 17 2
392	Redditch - N. 4	711 0 0	293	146 7 0
			102	39 18 4
392	Redditch - W. 2	713 0 0	242	148 9 2
335	Redmarley - N.	64 0 0		
388	Ripple - N.	120 0 0		
385	Rochford - N.	89 0 0		
355	Rock - Ch. 4	- - -	29	6 14 9
392	Romsley - N.	63 0 0		
391	Salwarpe - N. 10	- - -	42	11 10 0
389	Sedgeberrow N.	40 0 0		
393	Selly Oak. N. 4	606 10 0	170	79 19 4
			20	6 0 0
386	Shelsley, Woodbury Hill Reformatory.			
406	Shipston-on-Stour, Boys N. 7	- - -		*c*
406	Shipston-on-Stour, Girls N. 7	84 15 0	34	15 6 8
386	Shrawley - N. 5	- - -	49	18 12 8
393	Sparkbrook - N. 6	764 0 0	157	75 11 4
402	Spark Hill - Ch. 3	- - -	50	19 2 8
335	Staunton - N. 1	165 2 6	47	22 5 8
292	Stoke Prior - N. 4	*100 0 0	113	71 7 6
	„ - „	50 8 9	19	6 12 6
			116	37 19 1
383	Stourbridge R. 10	- - - *b*	20	5 13 4
			120	55 12 5
			32	12 6 8
			180	99 6 8
383	Stourbridge N. 7	492 18 3	15	6 5 10
383	Stourbridge, St. John's - N. 7	827 5 0	233	121 15 8
			34	13 10 0
383	Stourbridge (New Road) W. 1	- - -	49	23 8 8
383	Stourbridge (Wollaston Road) - B.			
384	Stourport - N. 5	259 6 8	212	110 11 4
			26	8 5 0
383	Swinford, Old N. 7	1,004 0 0	179	102 17 8
			26	8 3 4
392	Tardebigge - N. 4	- - -	77	48 13 0
385	Tenbury - N. 4	414 0 0	137	65 2 8
388	Upton-on-Severn - N. 11	672 0 0	219	85 13 8
390	Whittington Ch. 2	146 0 0	37	25 9 0
386	Wichenford N.	67 0 0		
386	Witley - N. 6	- - -	66	26 4 8
383	Wollaston - N. 7	- - -	294	173 17 6
			24	9 16 8
387	Worcester, All Saints' N. 9	250 0 0	204	88 19 4
387	Worcester, Girls - B. 12	- - -	91	38 10 8
387	Worcester, St. Andrew's N. 9	*200 0 0	117	39 7 0
	WORCESTER—*cont.*	£ s. d.		£ s. d.
387	Worcester, St. Clement's N. 11	276 0 0	195	90 0 0
387	Worcester, St. George's R. 5	- - -	103	1 5 0
387	Worcester, St. John's - N. 11	278 18 0	271	128 10 10
387	Worcester, St. Martin's - N. 10	*250 0 0	345	180 14 10
		144 12 6	35	9 10 10
387	„ „ „ Worcester, St. Martin's, Infants - 10			
387	Worcester, St. Nicholas' - N. 11	- - -	102	50 6 10
387	Worcester, St. Paul's - N. 11	471 19 4	177	78 1 2
387	Worcester, St. Peter's, Boys - N. 10	- - -	123	55 0 0
387	Worcester, St. Peter's (Diglis St.) N. 10	689 16 4	336	167 16 10
			80	30 1 8
387	Worcester, Sansome's Place - N. 10	82 11 0	187	86 8 2
387	Worcester - W. 12	- - -	93	65 4 0
384	Wribbenhall N. 5	12 16 8	55	25 18 2
	YORKSHIRE.			
514	Aberford - N. 3	- - -	106	47 7 0
526	‡Acklam - N.			
526	Acklam, East N. 5	23 19 3	30	15 13 0
504B	Ackworth - B. 6	- - -	40	26 8 0
504B	‡Ackworth, Girls - - N.			
504B	Ackworth (Lowther's Hospital), Boys - N. 5	- - -	82	35 13 0
504B	Ackworth, Low (Miss Howard's), Girls - - 6	- - -	60	14 8 8
492A	Acomb - N. 3	- - -	89	48 12 8
			18	5 3 4
489	Addingham N. 3	215 14 6	86	55 17 5
			46	15 4 3
510	Adwick-le-Street - N. 1	*60 0 0	38	18 0 0
534	Ainderby Steeple - N. 3	267 12 0	76	48 17 0
492A	Aldborough Ch.			
492A	Aldborough and Boroughbridge - N. 3	682 10 0	120	77 16 6
491	Aldfield - N. 5	- - -	72	44 3 6
530	Allerston - N.	*20 0 0		
530	Allerston - B.	8 1 6		
499	Allerton - N.	*73 0 0		
499	Allerton - B. 4	200 0 0	187	135 8 9
504A	Allerton Bywater - N. 4	- - -	68	32 17 10
			11	2 7 6
492A	Allerton Mauleverer R. 11	- - - *b*	23	7 13 4
			23	7 9 4
497	Almondbury, Central - N. 7	379 6 0	134	51 14 0
			13	5 2 6
497	Almondbury, Lower Houses - N.	140 0 0		

a School closed. *b* For two years. *c* Refused under Article 52 *d*.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
497	Almondbury W.			
527	Alne - - P. 11	- - -	53	34 17 6
			177	94 6 6
			17	5 10 10
503	Altofts - Ch. 11	- - *a*	186	93 4 4
			19	6 0 10
503	Alverthorpe and Flanshaw - - N. 2	246 11 6	105	48 11 2
529	Ampleforth - N. 5	31 17 6	40	17 16 0
486	Anston - Ch.			
529	Appleton-le-Moors - N. 7	- - -	42	21 10 0
514	Appleton Roebuck - N. 1	- - -	59	37 19 10
505	Ardsley - N. 2	237 14 0	117	61 8 6
497	Armitage Bridge - N. 6	- - -	98	54 18 3
			54	21 11 3
500	Armley - Ch. 2	- - -	232	113 5 1
500	Armley - W. 7	- - -	142	82 19 0
510	Askern - N. 1	- - -	50	15 6 3
515	Askham Bryan - N.	179 0 0		
509	Aston - N.	138 0 0		
508	Attercliffe, Boys - - N. 6	322 0 0	148	52 13 4
508	Attercliffe, Girls and Infants - N. 6	- - -	260	126 11 6
508	Attercliffe, St. Charles R. 9		195	61 13 4
508	Attercliffe, Zion, Congregational 10	- -	179	52 13 11
522	†Atwick - N.			
509	Aughton - 11	- - -	30	8 0 0
496	Austerlands N. 8	60 0 0	63	38 9 2
537	Aysgarth - N. 12	- - -	—	*b*
533	Ayton, Great B.	140 0 0		
493A	Baildon - N. 10	150 0 0	142	61 4 5
			36	11 1 8
499	Bailiff Bridge B. 9	- - -	105	55 16 6
510	Balby and Hexthorpe N. 1	- - -	71	32 19 4
491	Baldersby - N. 5	- - -	53	37 9 0
512	Balne - - N. 4	- - -	65	25 6 0
499	Bankfoot, St. Matthew's N. 2	201 13 4	267	99 3 6
			76	20 8 4
514	†Bardsey, Endowed - N.			
498	Barkisland, Endowed - Ch. 11	284 11 10	68	*c*
516	Barmby Moor N. 1	277 0 0	53	32 11 0
517	Barmby-on-the-Marsh N.	*55 0 0		
510	†Barmburgh N.			
489	Barnoldswick N. 4	*150 0 0	100	67 17 4
	" "	17 0 0	36	11 6 8
489	Barnoldswick W. 6	542 12 0	180	95 8 0
			29	9 0 10
505	Barnsley, Holyrood - R. 9	1,124 8 0	326	184 19 4
505	Barnsley, St. George's, Boys - - N. 11	140 8 2	212	89 12 6
			37	10 17 6
505	Barnsley, St. George's, Girls and Infants N. 11	- - -	216	99 3 10
			51	15 19 2
505	Barnsley, St. George's Branch, Kingston Place, Infant - Ch. 11	177 15 0	78	39 15 6

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
505	Barnsley, St. John's - N. 11	260 0 0		*b*
505	Barnsley, St. Mary's - N. 11	472 5 0	382	173 19 4
505	Barnsley - W. 6	444 0 0	299	149 2 6
540	Barton - N. 3	310 0 0	63	12 2 10
526	Barton-le-Willows - N. 5	- - -	26	19 6 6
514	Barwick-in-Elmet - N. 3	210 0 0	95	49 10 0
502	Batley, Carlinghow - N. 4	140 0 0	63	26 9 6
			11	2 17 6
502	Batley (near Dewsbury) N. 4	676 0 0	113	42 2 10
502	Batley, Independent W. 9	- - -	113	51 9 8
502	Batley, St. Mary's - R. 10	- - -	131	61 1 10
			50	24 1 8
502	Batley, St. Thomas - Ch. 4	- - -	98	20 15 11
			34	10 0 0
502	Batley - W. 9	616 17 6	133	53 12 2
502	Batley Carr N. 2	406 0 0	219	77 0 2
502	Battyeford - N. 11	- - -	163	72 4 4
502	Battyeford, Ch. Ch. (in Mirfield), Boys N.	332 0 0		
510	Bawtry - P. 2	- - -	97	48 14 4
510	Bawtry - W. 4	- - -	60	29 7 10
535	Bedale - N. 4	188 0 0	124	75 11 8
523	Beeford - N. 4	42 10 0	64	44 17 4
500	Beeston - *d*			
493A	Ben Rhydding Pres.	*d*		
510	Bentley-in-Arksey - N.	57 0 0		
518	Beswick and Watton - N. 11	132 0 0	61	26 16 10
518	Beverley Beckside, Infant N. 2	86 0 0	86	24 4 9
518	Beverley Minster, Boys N. 2	300 0 0	139	71 9 5
			19	4 2 5
518	Beverley Minster, Girls - N. 2	- - -	129	44 15 3
518	Beverley Minster (Moorgate) Infants 2	- - -	175	53 15 10
518	Beverley, North Bar Street R. *d*			
518	Beverley, St. Mary and St. Nicholas' - N. 2	260 2 6	152	91 14 10
518	Beverley - W. 11	245 8 9	225	143 4 2
518	Beverley, Wood Street - N.	100 0 0		
499	Bierley - N. 1	274 4 2	256	126 19 2
499	Bierley Sticker Lane - - N.		39	12 7 6
533	Bilsdale, Lord Feversham's 6	- - -		
			29	14 10 6
494	Bingley - N. 7	79 0 0	261	125 6 4
494	Bingley - W. 5	826 0 0	32	11 15 0
526	Birdsall, Lord Middleton's 4	- - -	341	210 14 0
502	Birkenshaw N.	*120 0 0	33	20 11 6
	" "	328 7 6		
499	Birkenshaw, Hunsworth N.	314 4 0		
502	Birstal - N. 1	393 18 6	134	59 3 0
			41	13 5 10
502	Birstal - W. 9	345 15 0	235	139 18 2
			27	3 14 2
490	Birstwith - Ch. 3	- - -	59	39 9 0

a For two years. *b* Due, but not paid. *c* Refused under Article 52 *d*. *d* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
491	Bishop Monkton - N. 5	72 0 0	46	31 7 6
515	Bishopthorpe, Archbishop of York's - N. 3	- - -	52	35 15 0
516	Bishop Wilton Ch.			
498	‡Black Dike Mills, Evening			
505	Blacker - Ch. 7		88	20 6 7
506	Bolsterstone N. 11	200 0 0	28	16 0 0
499	Bolton (Calverley) near Bradford - N. 4	309 6 0	77	36 0 0
510	Bolton-on-Dearne - N.	54 0 0		
497	Boothbanks N. 5	- - -	76	47 3 10
514	Boston, Clifford, and Bramham - W. 3	168 17 6	76	34 2 2
514	Boston Spa - N. 11	355 0 0	116	65 8 2
			17	8 14 2
499	Bowling, Chapel Green Ch. 2	- - -	90	41 18 6
			21	6 12 6
499	Bowling, St. John's - N. 1	- - -	225	95 3 8
			35	11 2 6
499	Bowling, St. Stephen's - N. 3	296 7 6	160	71 17 4
489	Bracewell - N. 3	52 19 0	17	5 18 9
499	Bradford, All Saints' - N. 3	- - -	247	129 0 10
			38	11 5 0
499	Bradford, Borough, West B. 4	458 0 0	415	219 6 2
499	Bradford, Bowling, Essex Street B. 7	- - -	163	92 5 10
499	Bradford, Broomfield's Industrial -	763 0 0		
499	Bradford, Ch. Ch. - - N. 3	454 10 0	190	77 14 8
499	Bradford, Daisy Hill - N. *a*	300 0 0		
499	Bradford, Lister Hills, Independent Chapel. 6	- - -	102	22 7 6
			20	8 5 0
499	Bradford, Hill Top, Low Moor, Infts. N. 5	255 10 0	61	16 0 5
490	Bradford, Low Moor - N. 5	- - -	131	65 11 0
499	Bradford, Manchester Road, Model Factory - - N. 3	1,975 0 0	497	272 18 4
499	Bradford, Messrs. Walker's Factory - N. 3	- - -	146	93 13 8
499	Bradford, New Leeds - N. 1	357 0 0	293	132 3 8
499	Bradford, Richmond Terrace - W. 4	394 2 6	143	83 5 4
499	Bradford, St. Andrew's - N. 3	1,194 0 0	387	235 18 0
			67	21 0 10
499	Bradford, St. Ann's - R. 10	- - -	83	36 3 6
499	Bradford, St. James' - N. 3	- - -	326	175 17 6
499	Bradford, St. Joseph's - R. 10	- - *b*	296	156 0 7
			140	61 8 4
			257	110 16 8
			126	49 7 7
499	Bradford, St. Jude's - N. 3	474 10 0	212	137 0 10
			429	259 2 0
499	Bradford, St. Maric's - R. 10	- - *b*	332	166 6 8
			466	255 7 8
			360	94 5 0
			480	327 11 0
499	Bradford, St. Patrick's - R. 10	622 0 0*b*	234	106 5 0
			468	270 5 2
			292	92 18 4
490	Bradford, Stott Hill - N. 3	- - -	285	170 2 8
			42	13 16 8
499	Bradford, Tong Street N. 3	- - -	73	31 17 8
499	Bradford, White Abbey Road W. 4	- - -	395	217 8 10
527	Brafferton - N. 3	440 0 0	103	67 12 2
514	Bramham - Ch. 3	- - -	74	26 14 2
500	Bramley (Leeds) - N. 9	398 0 0	292	136 8 2
			75	23 7 6
500	Bramley (Leeds) - W. 3	- - -	205	93 16 8
509	Bramley, near Rotherham N.			
500	Bramley Whitcote - N.	125 0 0		
509	Brampton Bierlow - N. 5	- - -	194	82 1 7
509	Brampton Bierlow, Infant - 5	- - -	73	30 15 10
527	Brandsby - Ch. 4	- - -	28	13 9 10
518	Brantingham-cum-Ellerker - - N. 2	70 0 0	55	36 7 6
526	Brawby - N.	66 0 0		
505	Bretton, Monk - N. 7	200 0 0	130	61 19 0
503	Bretton, West - N. 7	- - -	73	36 10 8
524	Bridlington N. 5	178 5 0	217	99 17 2
524	Bridlington, Infants - N. 5	400 0 0	131	51 8 2
524	Bridlington Quay Ch. Ch. N. 5	330 0 0	96	40 5 10
524	Bridlington Quay, Inft. N. 5	- - -	30	34 17 4
524	Bridlington Quay - - B. *c*	*100 0 0		
524	Bridlington Quay - - W. 5	17 11 0	61	26 2 2
498	Brighouse - N. 5	*150 0 0	312	183 16 10
	" - "	369 7 6	31	11 5 10
			59	24 11 3
497	Brockholes - N. 6	*64 0 0	13	5 15 10
			102	30 10 7
534	Brompton - B. 5	190 0 0	21	6 15 10
498	Brookroyd Mills - B. 9	- - -	106	65 14 8
517	Broomfleet - N.			
504A	Brotherton - N. 3	35 18 10	88	43 10 3
532	Brotton - N. 5	184 0 0	104	34 8 4
489	Broughton - R. *d*			
539	Brompton-on-Swale - N. 3	- - -	52	39 0 0
489	Buckden - Ch. 9	- - -	43	28 11 6
526	Bulmer, Lord Carlisle's - Ch. 5	- - -	30	14 9 2
500	Burley (near Leeds) - N. 5	353 0 0	200	83 7 8
493A	Burley in Wharfdale (near Otley) N. 10	30 4 10	96	50 11 4
			28	11 3 4

a School sold, and grant given to Girlington, St. Philip's. *b* For two years. *c* School extinct.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
493A	Burley Township - - B. *a*			
501	Burmantofts, St. Stephen's N. 6	559 0 0	331	129 6 4
535	Burneston - N. 4	70 0 0	51	38 2 0
497	Burnlee - N. 5	100 0 0	77	34 10 10
524	Burton Agnes, Boys - - N.	*48 0 0		
524	Burton Agnes, Girls - - N.			
518	Burton, Bishop - Ch. 1	291 0 0	50	17 10 0
518	Burton Cherry. - Ch. 1	- - -	32	24 0 0
536	Burton Constable - N. 3	- - -	34	7 18 2
536	‡Burton Constable - R.			
492B	Burton Leonard N. 5	- - -	80	48 14 8
521	Burton, St. Peter's - P. 11	- - -	43	16 9 10
537	Burton, West W. 4	- - -	31	3 10 0
526	Burythorpe, All Saints' Ch. 4	- - -	13	9 13 10
501	Busling-thorpe - N. 9	918 0 0	200	120 2 8
499	Buttershaw N. 2	- - -	134	46 5 3
	Calder Farm Industrial Reformatory.			
539	Caldwell - Ch. 3	- - -	41	29 13 6
499	Calverley - N. 4	- - -	80	48 13 0
			24	9 5 0
499	Calverley, New, Infants - N. 4	270 0 0	52	25 6 4
			9	4 0 10
499	Calverley - W. 2	- - -	55	35 3 0
			13	5 0 10
510	Campsall Norton - Ch. 1	295 6 6	34	18 14 6
510	Cantley - N.	88 0 0		
510	Carcroft (in Owston) - N. 1	53 0 0	56	33 6 6
508	Carkbrook - N. 7	- - -	191	20 2 5
489	Carleton (in Skipton) Endowed - N. 4	- - -	140	*b*
513	Carlton - R. *c*			
536	Carlton in Coverham - N.	*55 0 0		
513	Carlton in Snaith - Ch. 3	- - -	94	60 4 0
528	Carlton Miniott - N. *c*	73 10 0		
535	Carthorpe Village, Mixed - 4	- - -	57	41 14 0
			9	3 7 6
504A	Castleford - N.	*39 0 0		
504A	Castleford - W. 6	396 0 0	205	96 7 2
	Castle Howard Reformatory.			
522	Catwick - N.	45 0 0		
517	Cave, North, Boys - - N. 2	- - -	45	41 12 0
517	Cave, North, Girls - - N. 2	- - -	80	54 10 8
517	Cave, North W.			
513	Cave, South, Mrs. Barnard's, Girls - - 2	- - -	41	21 17 0
518	Cave, Cross, South - - Ch. 2	- - -	51	34 17 0

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
513	Cawood.			
506	Cawthorne - N. 8	- - -	50	26 11 2
			20	7 8 4
498	Charlestown, St. Thomas' N. 10	452 0 0	203	92 16 0
			32	12 3 4
497	Choppards in Holmfirth - N.	*80 0 0		
516	Church Cat-ton - - P.			
514	Church Fen-ton - - N.	*40 0 0		
	,, ,, - ,,	12 0 0		
488	Clapham - Ch. 4	- - -	64	28 18 2
499	Clayton - N. 2	627 0 0	173	101 13 4
			51	20 7 6
499	Cleckheaton N. 1	*200 0 0	292	122 14 10
	,, ,,	367 12 0		
499	Cleckheaton B. 7	*175 0 0	96	64 16 0
514	Clifford - N. *d*			
514	Clifford, St. Edward's - R. 11	- - - *e*	45	21 1 10
			87	21 18 6
514	Clifford, St. Joseph's - R. *c*			
515	Clifton - N.	33 0 0		
532	Coatham - Ch. 2	- - -	109	54 4 8
			10	4 3 4
498	Coley - - N. 12	225 0 0 *e*	100	56 15 4
			86	44 0 8
498	Coley, North Owram - Ch. 11	- - - *e*	65	36 2 8
			65	32 3 6
510	Conisborough, Infants - N.			
489	Coniston, Cold - - N. 3	- - -	44	33 0 0
489	Cononley - N. 4	110 0 0	49	29 3 4
519	Cottingham N. 12	*100 0 0	166	75 1 10
494	Cottingley - B. 7	- - -	90	52 14 4
			39	14 7 6
497	Cowcliffe and Netheroyd Hill - - N. 6	297 0 0	76	42 13 8
489	Cowling, Cross Hills - - N.	192 0 0		
534	Cowton, East N. 2	50 0 0	71	27 16 6
527	Coxwold - Ch. 4	- - -	75	49 8 2
535	Crakehall - N. 3	- - -	34	15 19 6
527	Crayke - N. 4	- - -	48	34 2 0
503	Crigglestone Ch. 4	- - -	142	82 4 4
			27	10 12 6
540	Croft - - N. 2	184 2 6	100	36 2 8
507	Crooke's Endowed - 7	- - -	245	50 4 5
497	Crosland Moor, Methodist - F.C. 9	- - -	113	46 10 8
497	Crosland, South - N. 5	*115 0 0	88	48 1 10
			46	18 8 4
495	Cross Lanes (Hebden Bridge) - B. 7	- - -	94	41 3 0
507	Cross Pool - N.			
495	Cross Stone N. 12	286 10 0	130	66 5 2
494	Cullingworth N. 7	152 0 0	62	13 2 7
494	Cullingworth W. 6	722 0 0	124	78 14 4
491	Dallowgill - N. 5	- - -	22	16 10 0
539	Dalton-in-Kirby-Ravensworth - N.	*37 0 0		
	,, ,, - ,,	45 0 0		
528	Dalton-in-Topcliffe - N.			
523	Dalton, North N. 1	- - -	56	32 12 0
532	Danby - - N. 5	- - -	92	55 14 4
505	Darfield - N.	116 19 11		

a School extinct. *b* Refused under Article 52 *d*. *c* School closed. *d* Removed from inspection.
e For two years.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
490	Darley - - B. 3	- - -	39	25 11 0
508	Darnall - N. 11	*144 0 0	152	92 5 5
			69	30 0 2
504A	Darrington - N. 5	234 0 0	66	30 17 8
			10	3 3 4
506	Deepcar - N. 11	226 0 0	78	49 1 2
			25	9 5 10
496	Delph - - W. 7	- - -	122	57 7 2
506	Denby - - N. 11	261 5 0	112	56 14 0
			57	18 15 10
490	Denholme Gate - - N. 5	288 0 0	177	128 11 10
487	Dent - - N. 5	210 13 4	63	29 18 2
502	Dewsbury (Middle Parish) - N. 4	919 0 0	348	192 16 2
502	Dewsbury Moor - - N. 4	- - -	69	30 6 10
502	Dewsbury Moor, Sunday -	*110 0 0		
502	Dewsbury - R. 10	- - -	109	54 10 9
			64	28 8 4
502	Dewsbury, St. Mark's Ch. 4	- - -	150	26 0 2
			26	7 15 0
502	Dewsbury, West Town N. 4	670 18 6	107	49 19 7
			44	18 12 0
491	Dishforth - N. 5	- - -	47	22 9 4
496	Dobcross - Ch. 7	- - -	75	37 12 6
			50	15 10 0
505	Dodworth, Town - 12			
505	Dodworth, Girls and Infants N. 12	253 9 4	146	65 16 2
510	Doncaster - B. 4	*300 0 0	393	216 12 10
	" - "	194 10 0	—a30	0 0
510	Doncaster - N. 5	270 0 0	367	190 19 6
510	Doncaster, Ch. Ch. - N. 5	589 6 3	428	234 6 4
510	Doncaster (Gt. Northern Railway Company's) N. 5	- - -	553	267 2 0
510	Doncaster - R. 5			
489	Draughton - N. 3	100 0 0		
523	Driffield (Great) - N. 4	672 15 0	375	194 18 6
515	Dringhouses, St. Edward's N. 3	- - -	37	16 8 4
519	Drypool - Ch. 10	692 10 5	434	235 13 5
526	Duggleby - N. 4	- - -	36	15 9 10
515	Dunnington N. 3	- - -	73	36 10 0
492A	Dunsforth - N. 3	209 0 0	21	13 5 10
502	Earl's Heaton N. 2	314 15 0	123	51 16 10
521	Easington (near Hull) N. 11	231 2 0	55	24 19 0
532	Easington (nr. Redcar) N. 6	*23 0 0	62	43 18 8
527	Easingwold N. 2	94 10 0	82	46 11 0
527	Easingwold - W. 2	- - -	71	43 8 4
499	Eastbrook - W. 4	- - -	365	222 10 0
512	Eastoft - N.	82 10 0		
517	Eastrington N.	98 10 0		
494	Eastwood, St. Mary's - N. 10	432 0 0c	105	
			27	
507	Ecclesall - N. 7	*100 0 0		
	" "	254 0 0	93	34 1 2
507	Ecclesall, Greystones N.	- - -		
507	Ecclesall, Parsonage, Girls - Ch.			
506	Ecclesfield, Feoffees - 1	- - -	56	26 5 8
506	Ecclesfield, High Green B. 10	438 0 0	277	134 8 2
506	Ecclesfield, Parson Cross - N. 8	147 18 9	96	45 13 10
506	Ecclesfield, Rawson's, Infants - 1	- - -	51	13 15 3
506	Ecclesfield, Shire Green N. 1	205 8 0	59	30 13 10
499	Eccleshill - N. 2	196 4 5	91	43 4 2
499	Eccleshill, Congregational - 7	- - -	15	d 2 11 8
493A	Eccup - N.	76 0 0		
498	Elland - N. 12	543 19 8	256	181 0 0
			41	15 5 10
498	Elland Edge N. 12	- - -	88	48 13 4
			28	11 8 4
504B	Elmsall, South - W. 6	323 10 0	68	26 4 2
505	Elsecar - N. 7	222 0 0	203	96 15 2
			34	10 3 4
515	Elvington - Ch. 3	- - -	36	20 4 3
489	Embsay - N. 4	183 0 0	93	43 18 6
515	Escrick - N. 3	- - -	93	57 18 8
532	Eston Junction - 9	- - -	102	38 15 4
518	Etton - - N. 2	292 0 0	75	40 4 2
518	Etton, Inft. N.	91 0 0		
516	Fangfoss - N. 1	168 10 0	36	18 3 6
529	Farndale - Ch.			
493B	Farnley - N.	336 0 0		
500	Farnley Iron Works - N. 6	- - -	260	144 17 2
			78	26 11 8
			78	36 1 4
497	Farnley Tyas N. 7	- - -	6	2 8 4
499	Farsley, St. John's - N. 4	502 17 0	107	55 8 4
499	Farsley, Wesleyan, Free Ch. 3	- - -	114	64 11 4
			56	16 10 0
504B	Felkirk Brierley -	163 13 2		
504A	Ferrybridge, Infant - Ch. 3	- - -	52	21 10 2
525	Filey - - N. 6	- - -	87	23 8 0
525	Filey - - W. 5	663 0 0	200	107 5 8
524	Flamborough N. 5	100 0 0	88	33 15 2
503	Flockton (Grammar) N. 7	300 0 0	99	51 0 6
			19	7 7 6
503	Flockton (Manor House) B. e			
539	Forcett (Darlington) - Ch. 11	- - -	48	19 19 2
526	Foston - - N. f	25 0 0	39	14 9 4
523	Foxholes - P. 4	- - -	55	41 0 0
			14	5 0 0
538	Fremington, Endowed - Ch. 3	- - -	75	33 17 1
496	Friarmere, St. Thomas - Ch. 8	- - -	48	19 1 3
516	Friday Thorpe N.	26 0 0		
523	Frodingham, North - N. 4	137 5 0	109	56 16 8
515	Fulford - 6	35 0 0	88	44 3 0
507	Fulwood - N.	45 0 0		
531	Fylingdales - N. 6	150 0 0	44	20 4 8
504A	Garforth - N. 10	- - -	87	55 4 8
504A	Garforth - W. 3	- - -	85	50 6 8
489	Gargrave - N. 3	260 19 8	154	79 12 2
489	Gargrave, St. Mary - - R. f	- - -	39	7 4 5
487	Garsdale - N.	54 0 0		
512	Garthorpe - N. f			

a Retiring pension. *b* School closed. *c* Refused under Art. 51 *d*.
d Evening School Grant. *e* School not in existence. *f* School now closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
523	Garton-on-the-Wolds Ch. 4	- - -	78	47 13 2
505	Gawber - Ch. 12	390 0 0	101	46 10 2
502	Gawthorpe - N.	171 16 8		
488	Giggleswick N. 2	125 0 0	89	39 13 4
500	Gildersome - N. 2	*73 0 0	67	29 11 1
	" "	33 0 0	69	23 2 6
500	Gildersome - B. 1	- - -	83	42 13 6
529	Gilling - N. 3	208 0 0	78	55 13 4
499	Girlington, St. Philip's N. 2	360 0 0	164	67 10 8
			15	2 9 2
508	Gleadless - Ch. 12	263 4 10*a*	158	68 6 2
			115	97 2 3
497	Golcar - N. 7	- - -	229	115 18 0
			29	10 4 2
492B	Goldsbrough N. 3	- - -	35	24 14 0
502	Gomersall, Little - N. 1	170 0 0	128	67 0 0
512	Goole - Ch. 4	- - -	94	42 4 4
512	Goole, St. John's - N. 4	371 5 0	194	72 4 1
512	Goole - W. 11	- - -	127	59 4 2
489	Grassington N. 4	183 11 6	47	18 18 10
509	Greasborough Ch. 7	- - -	217	112 2 2
			38	9 18 4
493A	Greenholme Mills - - B. 3	- - -	65	64 18 7
			22	8 6 5
490	‡Greenhow and Bridge House Gate N.			
498	Greetland - W. 9	- - -	181	106 0 8
491	Grewelthorpe N.	*36 0 0		
508	Grimesthorpe N. 10	- - -	79	32 1 8
522	Grimstone - Ch. 11	215 0 0	29	17 19 0
514	Grimstone (Lady Londesborough's) - *b*			
479	Grindleton - N. 3	*30 0 0	56	23 5 10
531	Grosmont - N. 6	184 10 0	79	39 4 0
			6	2 8 4
532	Guisborough (Providence) Ch. 2	261 0 0	264	49 10 6
532	Guisborough W. 11	- - -	101	33 7 4
493B	Guiseley - N. 7	*166 0 0	164	74 16 2
493B	Guiseley - W. 7	- - -	110	56 1 8
			25	10 2 6
538	Gunnerside - W. 4	- - -	72	57 4 0
494	Hainsworth - B.	*40 0 0	24	7 15 0
498	Halifax (Copley Factory) Ch. 11	- - -	278	162 19 6
			18	7 5 0
498	Halifax (Great Albion St.) B. 9	350 0 0	357	200 11 8
498	Halifax, Haley Hill Shed N. 11	- - -	508	288 4 6
			137	37 5 10
498	Halifax (Orange St.) W. 9	816 0 0	260	137 13 6
498	Halifax (Queen's Head) N. 11	700 0 0	332	184 7 2
			56	16 13 4
498	Halifax, Range Bank - - 9	- - -	207	129 18 11
498	Halifax, St. Augustine's N. 11	- - -	250	122 6 6
			32	16 10 0
498	Halifax, St. James', Cross Hills - - N. 10	432 0 0	161	84 1 0
			19	7 14 2
498	Halifax, St. James', Victoria St. - N. 10	*300 0 0	204	86 8 0
			13	4 10 10
498	Halifax, St. Mary's - R. 10	- - *a*	116	78 4 10
			115	52 14 2
			332	137 11 2
			230	92 4 1
498	Halifax, South-east Parish N. 11	513 0 0	493	290 14 0
498	Halifax, Holy Trinity N. 11	235 0 0	275	115 4 7
498	Halifax, West Vale, Baptist 9	- - -	13	5 5 10
			136	76 11 8
507	Hallam, Upper B.	*30 0 0	33	9 12 6
492B	Hampsthwaite N. 10	307 0 0	65	9 19 7
508	Handsworth Woodhouse N. 12	- - -	86	45 10 10
508	Handsworth Woodhouse W. 10	- - -	92	42 1 4
502	Hanging Heaton - - N. 4	204 0 0	81	36 1 4
493A	Harewood - N. 10	- - -	131	78 19 4
534	Harlsey, East Ch. 11	- - -	52	35 7 0
529	Harome - Ch. 7	- - -	60	42 2 2
523	Harpham, Lowthorpe, and Ruston Parva Ch. 4	- - -	62	31 18 8
492B	Harrogate, High - - N. 12	*100 0 0	134	55 17 6
	" " "	202 0 0		
492B	Harrogate, Low, St. Mary's N.	*50 0 0		
492B	Harrogate - W. 12	- - -		
498	Hartshead - N. 4	- - -	65	29 15 4
436	Harthill, Endowed - Ch. 10	- - -	52	17 9 4
537	Hawes - N.	151 0 0		
529	Hawnby - Ch.			
494	Haworth - N. 4	199 13 4	142	96 15 10
494	Haworth - B. *d*	*125 0 0	72	27 11 8
494	Haworth - W. 5	250 0 0	157	77 8 6
514	Hazlewood - R. 11	- - *a*	35	18 14 10
500	Headingley Glebe, Girls N.	45 0 0	39	18 4 0
500	Headingley Town - N. 6	233 0 0	127	61 6 0
503	Heath - P. 2	- - -	71	29 14 0
502	Heckmondwike - N. 1	- - -	223	80 18 10
502	Heckmondwike - R. 11	- - -	63	38 8 4
502	Heckmondwike, Upper, Independent 7	- - -	54	25 0 0
519	Hedon - N.	*90 0 0	139	71 5 4
507	Heeley - N. 7	- - -	85	35 16 10
507	Heeley - W. 11	- - -	120	43 11 1
497	Helme - Ch. 8	- - -	50	32 16 8
529	‡Helmsley - N.		8	3 0 0
529	Helmsley, Lord Faversham's - N. 7	- - -	54	36 17 0
529	Helmsley - W. 6	- - -	53	24 19 6
504A	Hensall - P. 3	- - -	46	21 17 0
515	Heslington - N. 3		62	15 10 0
492A	Hessay - N.	45 0 0		
519	Hessle - N. 2	283 0 0	68	29 19 10

a For two years. *b* Removed from inspection. *c* Due, but not paid. *d* School extinct.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
531	Hinderwell - N.		84	47 11 4
497	Holme Bridge N. 5	384 13 4	19	8 5 10
499	Holme (Lane End) - - B.	*60 0 0		
517	‡Holme - - R.			
517	Holme - - W. 3	- - -	54	26 4 10
517	Holme on Spalding Moor N. 1	- - -	93	49 14 2
497	Holmfirth - N. 5	- - -	51	9 14 2
497	Holmfirth - W. 4	- - -	153	73 5 6
497	Holmfirth, Hinchcliffe Mill - - W. 4	- - -	103	67 18 6
512	Hook - - Ch. 3	- - -	53	14 4 7
497	Honley - N. 6	513 0 0	296	151 5 8
502	Hopton, Upper - - Ch. 10	215 5 0	20	6 6 8
			63	33 7 10
			12	4 6 8
503	Horbury - N. 2	- - -	227	133 8 6
			28	8 1 8
503	Horbury Bridge - Ch. 2	- - -	88	50 18 10
			31	12 12 6
522	Hornsea - N. 3	200 0 0	88	35 9 2
			8	3 10 0
493B	Horsforth - N. 6	433 12 6	98	53 2 2
493B	Horsforth Town, Infant.		15	3 17 6
499	Horton, Great Congregational 6	- - -	94	41 12 8
			54	26 1 8
499	Horton, Great N. 2	1,294 0 0	238	153 16 8
			78	27 18 4
499	Horton, Great, Primitive Methodist - 7	- - -	136	78 16 10
			67	29 19 2
499	Horton, Great (High St.) W. 4	1,250 0 0	252	164 7 10
499	Horton, Little (Bradford) - B.		32	9 5 0
504B	Houghton, Great - Ch. 3	97 17 6	68	31 12 0
			24	7 0 0
526	Hovingham Ch. 5	- - -	58	30 19 8
			9	1 2 6
517	Howden - W. 11	250 12 0	—	*a*
505	Hoyland - N. 12	- - -	200	81 18 2
506	‡Hoyland, High - N.			
506	Hoyland-swaine - N. 8	135 0 0	79	40 12 10
			7	2 7 6
505	Hoyle Mill, Infants - N. 11	193 0 0	75	31 9 8
497	Huddersfield B. 9	*250 0 0	125	61 6 8
497	Huddersfield, Buxton Rd. W. *b*			
497	Huddersfield, Hill House Congregational Church - 7	- - -	150	68 4 10
497	Huddersfield, Longroyd Bridge - N. 6	- - -	326	155 12 0
497	Huddersfield, Northgate, Infants - N. 6	*170 0 0	160	75 6 8
497	Huddersfield, St. John's, Hill House N. 6	560 4 0	258	123 19 4
			31	10 19 2
497	Huddersfield, St. Patrick's R. 10	- - *e*	194	108 0 10
			71	37 14 2
			200	95 12 8
			76	30 10 0
497	Huddersfield, St. Paul's - N. 6	711 0 0	509	286 4 4
497	Huddersfield, St. Peter's (Seed Hill) N. 6	206 0 0	388	189 16 6
			17	6 5 10
497	Huddersfield, Holy Trinity N. 6	82 10 0	214	106 6 0
			23	9 14 2
519	Hull, Albion Congregational 12	- - -	205	88 5 6
520	Hull, Canning Street - R. *c*			
520	Hull, Day Street - B. 11	- - -	—	*a*
			—	*d* 34 8 11
520	Hull, Edward Street (Dock Green Head) B. *c*	*305 0 0		
520	Hull, George Yard - - W. 11	- - -	—	*a*
519	Hull (Holderness Ward) B. 11	*200 0 0	302	157 15 6
520	Hull, Nautical 9	- - -	79	55 8 0
520	Hull - - U.			
520	Hull, Port of, Society's Sailor's Orphan.			
520	Hull, Ragged Industrial -	1,277 0 0		
519	Hull, St. Charles', Pryme St. - R. 10	1,085 0 0 *e*	298	135 12 0
			29	6 8 6
			289	126 17 11
520	Hull, St. James' - N. 9	908 10 0	356	144 19 7
520	Hull, St. John's - N. 9	529 0 0	317	137 9 10
520	Hull, St. Joseph's, Anlaby Road - R. 10	- - - *e*	193	107 5 6
			201	101 17 2
519	Hull, St. Mark's - N. 9	1,097 0 0	323	149 17 2
520	Hull, St. Mary's, Infants N.	*187 0 0	88	28 9 0
519	Hull, St. Mary's, Wilton Street - R. 10	925 4 0	88	44 2 6
520	Hull, St. Stephen's, Boys - - N. 9	396 10 0	361	198 8 10
520	Hull, St. Stephen's, Spring Street, Girls - -	541 0 0		
520	Hull, St. Stephen's - N. 9	- - -	182	92 14 2
520	Hull, Salthouse Lane N. 9	470 0 0	386	191 19 6
520	Hull, Savings Bank - - B.		45	11 0 10
519	Hull, Scott Street - W. 11	- - -	102	46 0 0
519	Hull, Sculcoates, Ch. Ch. - - N. 9	474 0 0	348	184 12 2
519	Hull, Sculcoates, St. Mary's - N. 10	250 0 0	120	51 16 0
519	Hull, Sculcoates, St. Silas, Boys N. 10	573 0 0	169	89 11 0
			25	8 15 11
519	Hull, Sculcoates, St. Paul's, Girls Ch. 10	*160 0 0		
	„ „ „	16 0 0	183	101 13 2

a Due, but not paid. *b* School closed. *c* School discontinued. *d* Additional for 1869.
e For two years.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
520	Hull, South Myton - W. 11	759 4 0	429	247 5 8
520	Hull, Holy Trinity (Vicar Lane) - N. 9	940 0 0	304	144 8 6
520	Hull, Trippett, Industrial (Trinity) - Ch. 9	605 0 0	229	98 7 6
524	Hunmanby P. 4	- - -	144	86 16 6
492D	Hunsingore N. 3	- - -	64	40 0 10
515	Huntington - P.			
536	‡Hunton - Ch.			
527	Husthwaite - N. 5	*40 0 0	49	35 16 6
	" - "	53 14 5		
523	Hutton Cranswick - - N. 4	108 10 0	139	81 13 8
533	Hutton-in-Rudby - N. *a*	*80 0 0		
532	Hutton, Low Cross - - B. 11	640 0 0	40	18 2 8
526	Hutton's Ambo - N. 5	115 0 0	36	27 0 0
499	Idle - - N. 1	300 0 0	172	93 11 7
			60	20 13 10
499	Idle - - W. 1	- - -	165	93 17 10
493B	Ilkley Village - - B. 6	- - -	55	10 17 9
533	Ingleby Arncliffe - - Ch. 4	- - -	30	24 8 6
			9	1 17 6
488	Ingleton - N. 3	217 16 3	119	76 8 4
494	Ingrow - - N. 10	311 2 05	151	81 8 11
			22	5 5 0
			164	105 11 5
			18	5 15 2
505	Jump - - Ch. 7	- - -	106	48 15 10
494	Keighley - B. *c*	*81 0 0		
494	Keighley - N. 10	*650 0 0	527	316 5 8
494	Keighley, St. Ann's - - R. 9	225 0 0	122	72 9 6
			124	52 17 1
494	Keighley - W. 5	- - -	329	181 3 8
494	Keighley, Wesley Place - W. 5	316 0 0	190	130 5 6
			31	10 4 2
489	Kelbrook - N.	50 0 0		
506	Kexbrough, Infant - - 8	- - -	39	19 11 6
515	Kexby - - N. 3	- - -	43	31 7 6
521	Keyingham - N.	*35 0 0		
528	Kilburn - N. 3	12 10 0	23	12 17 5
528	Kilburn - W. *a*			
489	Kildwick - N. 4	- - -	70	26 11 7
523	Kilham - N. 5	150 0 0	58	35 19 5
492B	Killinghall - N. 10	- - -	46	19 6 3
509	Kilnhurst - N. 2	*50 0 0	77	35 10 4
509	Kimberworth - N. 9	751 0 0	253	120 10 4
498	Kingcross, St. Paul's - N. 10	596 0 0	315	162 4 0
			44	14 16 8
529	Kirby Moorside - - N. 7	- - -	109	46 6 2
492A	Kirby-on-the-Moor - Ch. 3	177 10 0	46	18 18 0
516	Kirby under Dale - - N. 5	- - -	26	15 13 0
523	Kirkburn - N. 4	305 4. 0	34	6 12 9
497	Kirkburton (Boys) - N. 5	29 0 0	83	26 4 9
			25	4 5 2
497	Kirkburton (Girls) - N. 5	107 10 0	75	37 16 4
497	Kirkburton - W. 9	- - -	103	36 7 6
			15	5 2 6
535	Kirkby Fleetham - - N.			
491	Kirkby Malzeard - - N. 5	190 0 0	55	23 7 10
530	Kirkby Misperton - N.	*50 0 0		
	" - "	112 0 0		
539	Kirkby Ravensworth - N.	40 0 0		
519	Kirk Ella - N. 2	335 8 0	86	37 5 0
497	Kirk Eaton - N. 7	453 0 0	164	68 16 10
535	Kirklington P. 4	- - -	39	12 8 9
504B	Kirksmeaton N. 3	75 0 0	41	18 1 4
500	Kirkstall, Infants - - N. 5	- - -	84	38 18 4
500	Kirkstall, St. Stephen's - N. 5	490 0 0	259	112 5 4
487	Kirkthwaite Ch. 5	- - -	37	7 11 8
436	Kiveton Park, Colliery - 11	- - -	44	13 5 7
492B	Knaresborough - N. 12	*135 0 0	306	141 0 6
	" - "	57 10 0		
492B	Knaresborough, St. Mary's - R.			
528	Knayton - N. 11	- - -	40	14 10 2
504A	Knottingley N. 1	404 0 0	145	62 17 10
504A	Knottingley W. 7	- - -	192	80 3 1
533	Langbaurgh, West - - P. 4	116 7 6	172	107 2 0
488	Langcliffe - N. 3	- - -	67	40 9 0
			26	8 11 8
523	Langtoft - N.	53 0 0		
534	Langton-on-Swale, Village.			
509	Laughton-en-le-Morthen, Endowed - N.	78 16 6		
517	Laxton - Ch. 2	- - -	55	34 14 0
532	Lazenby - Ch. 2	- - -	60	33 18 4
493B	Leathley - N. 4	- - -	34	18 9 4
526	Leavening - N. 5	32 0 6	41	26 12 6
518	Leconfield - Ch. 2	130 0 0	33	21 9 6
501	Leeds, All Saints' - N. 9	490 0 0	181	85 3 10
			9	2 15 10
501	Leeds (Basinghall Street) B. 3	- - -	192	109 5 4
501	Leeds, Ch. Ch. - - N. 9	370 0 0	222	95 16 6
			31	11 5 10
501	Leeds (Darley St.) - - W. 3	782 0 0	490	262 18 8
501	Leeds (Edgar Street) - B.	510 0 0		
500	Leeds, Holbeck, St. Barnabas Ch. 9	- - -	124	15 6 2
500	Leeds, Holbeck, St. Matthew's N. 11	*250 0 0	206	64 12 6
	" - "	404 6 0		
500	Leeds, Holbeck - - W. 3	892 0 0	313	179 7 0
			58	25 13 4
500	Leeds, Hunslet - - N. 6	662 16 9	412	198 6 2
500	Leeds, Hunslet, St. Joseph's R. 10	- - - *b*	125	55 14 7
			45	17 6 6
			149	86 9 2
			69	31 7 6
500	Leeds, Hunslet, St. Jude's, Pottery Fields - N. 6	950 0 0	252	135 11 0
			16	6 13 4

a Removed from inspection. *b* For two years. *c* School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
500	Leeds, Little Holbeck (Marshall's Factory) - - N. 6	- - -	868 63	522 4 2 20 2 6
501	Leeds (Little London), St. Matthew's N. 5	*75 0 0 666 15. 8	355 20	181 3 10 8 5 0
501	Leeds, „ Mill Street - B.			
500	Leeds (Pottery Fields) - W. 1	916 0 0	297	149 1 2
501	Leeds, Quarry Hill, St. Mary's - N. 5	*120 0 0 228 14 0	375	165 9 4
501	Leeds (Carver St.), St. Mary's, Infants - - N.	101 0 0		
501	Leeds, Richmond Hill - W. 6	- - -	272 24	126 7 2 8 6 8
501	Leeds, St. Andrew's - N. 9	714 5 0	408 14	201 6 0 17 1 8
501	Leeds, St. Anne's - R. 10	- - -	433 97	150 2 11 32 13 6
501	Leeds, St. George's - N. 5	1,251 12 0	492 18	245 11 2 6 15 0
501	Leeds, St. James' - N. 5	500 0 0	191	63 1 10
501	Leeds, St. John the Baptist N. 5	561 6 8	243	106 3 2
501	Leeds, St. John the Evangelist N. 9	485 0 0	263	130 9 4
501	Leeds, St. Luke's - Ch. 5	650 0 0	328 28	150 14 2 11 16 8
501	Leeds, St. Luke's (Sheepscar) - - N. *a*	50 0 0		
501	Leeds, St. Marie's - R. 10	402 0 0	437 140	164 0 3 52 5 0
501	Leeds, St. Patrick's - R. 10	- - -	259 62	119 4 10 31 15 0
501	Leeds, St. Paul's - N. 9	434 5 0	178 18	74 12 7 6 10 0
501	Leeds, St. Peter's - N. 5	2,750 0 0	667 121	326 18 10 42 19 2
501	Leeds, St. Peter's Sq. - N. 10	- - -	164	85 16 10
501	Leeds, St. Philip's - N. 4	518 6 8	183	83 12 2
501	Leeds, St. Saviour's - N. 6	*408 0 0	274	108 8 5
501	Leeds, St. Simon's - 9	1,212 10 0	413 22	201 7 0 8 1 8
501	Leeds, St. Thomas' (Leyland's) N. 6	505 0 0	135	54 12 4
501	Leeds (School Street) - W. *a*			
501	Leeds, Woodhouse, St. Mark's (Feather Hill) - N. 5	560 4 0	411	204 11 4
535	Leeming - N. 3	81 0 0	103	67 10 6
494	Lees - - W. 5	480 0 0	119	74 1 10
497	Lepton - N. 6	463 0 0	167 80	91 15 8 31 1 8
518	Leven - - B. *a*			
518	Leven - - Ch. 2	- - -	70 9	41 11 0 3 17 6
536	Leyburn Thornborough Charity - 3	- - -	67	43 3 2
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Lidgett Green B.	*100 0 0 12 16 7		
499	Lidgett Green, „ „ Sunday -	*101 0 0		
498	Lightclyffe, Bramley Lane - - B. 7	- - -	49	36 15 0
498	Lightcliffe - N. 10	- - -	109	53 11 4
497	Lindley - N. 5	480 15 0	261 51	132 18 2 23 5 10
497	Lingards - N. 5	84 19 6	91	45 12 6
497	Linthwaite - N. 5	- - -	116 31	64 10 8 11 4 2
527	‡Linton-on-Ouse. - N.			
502	Liversedge, High Town N. 2	142 0 0	138	69 15 4
518	Lockington - N. 2	81 0 0	50	*b*
497	Lockwood - N. 7	*69 0 0 679 16 4	166	76 2 8
503	Lofthouse, Ch. (near Wakefield) N. 1	200 0 0	211	87 4 0
532	Lofthouse, Infant - B. 11	- - -	60	30 19 10
503	‡Lofthouse - W.			
532	Lofthouse (Zetland) - P. 11	- - -	103	49 0 0
516	Londesborough Ch. 1	- - -	34	23 9 0
497	Longwood - N. 7	150 0 0	75 8	35 2 0 2 8 4
489	Lothersdale N.	40 0 0		
506	Lound - N. 10	276 0 0	166 46	80 11 6 15 10 0
499	Low Moor - W. 6	- - -	173 17	91 18 8 7 4 2
498	Luddenden - N. 10	- - -	144	76 4 6
518	Lund - - N. 11	- - -	55	22 11 4
531	Lythe - - N. 6	- - -	89 10	56 2 10 2 18 4
509	Maltby - N. 2	29 0 0	59 9	30 18 8 3 14 2
526	Malton, New N. 1	400 0 0	170	92 1 2
526	Malton, New, Boys - - B. 3	- - -	95	43 16 8
526	Malton, New, Infants - B. 3	*150 0 0	103	48 8 6
526	Malton, Old N. 1	- - -	128	62 10 2
540	Manfield - Ch.	275 0 0		
499	Manningham (St. Paul's) - N. 1	1,046 0 0	342 61	196 19 7 23 19 2
514	Manston Colliery - Ch. 6	169 10 0	74	37 11 10
505	Mapplewell - B. 10	- - -	97	36 18 9
516	Market Weighton - - N. 1	184 0 0	158	64 9 0
497	Marsden - N. 8	805 0 0	210 12	93 1 2 3 13 4.
532	Marske - N. *a*			
532	Marske, New B. 11	247 7 6	36	6 12 8
532	Marske, Zetland 11	- - -	210	102 13 4
514	Marston, Long - - N. 1	- - -	67	40 5 0
533	Marton-in Cleveland, Capt. Cook's Memorial - 5	- - -	78	37 8 0
492A	Marton-cum-Grafton - Ch.	227 2 2		
509	Masborough N. 9	- - -	347	126 3 0
509	Masborough, St. Bede's - R. 9	- - -	215 33	102 7 1 12 16 7

a Removed from inspection.

b No grant claimed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
535	Masham (Charity) - N. 10	123 7 2	79	36 3 1
500	Meanwood - N. 9	- - -	170	25 16 8
500	†Meanwood - W. *a*			
538	Melbecks - N. 3	341 0 0	31	26 12 6
539	Melsonby - W. 4	286 0 0	67	34 15 8
497	Meltham - N. 8	*52 0 0	190	98 17 6
	" - "	110 0 0	55	21 17 6
497	Meltham - B. 7	- - -	120	71 5 2
497	Meltham Mills - N. 8	315 0 0	37	15 2 6
			155	99 15 6
493A	Menston, St. John the Divine - N.		34	10 6 8
504A	Methley, Boys N.			
504A	Methley, Girls N. 4	316 4 0	78	37 13 6
510	Mexborough N. 4	125 0 0	153	83 8 6
			14	4 1 8
491	Mickley - Ch. 5	- - -	64	12 0 9
536	Middleham, Boys - Ch. 12	- - -	78	39 9 8
541A	Middlesborough-on-Tees, Boys B. 11	*150 0 0		*b*
	" " "	92 13 4		*c*5 0 0
541A	Middlesborough-on-Tees, Infts. and Girls - B. 11	496 0 0	215	90 9 0
541A	Middlesborough, St. Hilda's Ch. 9	978 18 9	488	221 1 4
			30	9 18 4
541A	Middlesborough, St. John's, Barracks.			
541A	Middlesborough, St. John the Evangelist's N. 9	1,302 5 6	517	236 5 10
541A	Middlesborough, St. John's, Lower East St. N. *d*			
541A	Middlesborough, St. Paul's - N. 9	470 5 0	386	177 15 10
			38	9 15 0
532	Middlesborough, South Bank N. 9	- - -	67	31 5 4
541A	Middlesborough - W. 11	- - -	189	111 8 10
500	Middleton (Leeds) - Ch. 12	- - -	62	30 6 10
539	Middleton Tyas - - Ch. 3	- - -	89	45 19 6
504A	Milford, South P. 4	- - -	54	25 16 0
			10	2 18 4
502	Millbridge - N. 2	344 5 0	263	105 15 8
516	Millington - N.	179 8 0		
497	Milnsbridge N. 6	*100 0 0		
	" "	692 0 0	165	73 18 10
492A	Minskip - Ch.	100 0 0		
502	Mirfield - P.			
502	Mirfield - W. 4	- - -	230	131 6 2
497	Mold Green B. 7	- - -	139	44 10 4
504A	Monk Fryston - - N. 4	486 0 0	110	57 5 2
			15	6 17 6
499	Moor Bottom N. 10	150 5 0	162	79 3 7
502	Morley - N. 1	- - -	141	70 12 4
			20	6 15 0
502	Morley, Town End - N. 1	*75 0 0	80	35 15 10
502	Morley - W. 9	- - -	9	3 9 2
494	Morton, East N. 7	131 18 5	393	215 15 0
			86	56 13 2
			23	5 0 10
494	Morton, Riddlesden - - N. 4	120 0 0	62	36 16 10
			22	8 15 0
498	Mount Pellon, Ch. Ch. - N. 11	1,005 0 0*c*	201	126 12 6
			217	135 6 6
525	Muston - Ch.	199 0 0		
498	Mytholmroyd, (Halifax), St. John's - N. 7	- - -	84	56 5 10
523	Nafferton - N. 4	243 4 5	56	32 17 6
523	Nafferton - W. 5	232 11 6	79	33 0 4
508	Neepsend - N. 7	745 4 0	259	128 0 0
523	Neswick, Girls N. *d*			
492A	Nether Popleton - N. 3	60 0 0	48	22 1 0
518	Newbald - Ch. 1	- - -	49	18 10 2
517	Newby Hall (inSkelton) Ch. 5	- - -	57	35 2 6
519	Newland in Cottingham N. 11	221 10 0	68	29 13 10
497	New Mill - N. 5	*95 0 0	113	62 19 8
	" "	92 6 6	19	7 10 10
517	Newport - Ch. 2	- - -	64	21 3 8
497	Newsome - N.	*68 0 0		
479	Newton-in-Bowland - N. 7	81 6 8	38	10 14 0
527	Newton-on-Ouse - N. 4	- - -	114	64 14 10
			16	7 3 4
532	Normanby (in Cleveland) N. 9	80 0 0		*b*
503	Normanton N. 11	- - *e*	127	37 6 10
			133	40 5 10
534	Northallerton N. 1	379 13 4	210	115 3 8
510	Norton - N.	52 0 0		
516	Nunburnholme N.	86 0 0		
529	Nunnington Ch. 4	- - -	42	26 4 0
499	Oakenshaw Ch. 9	- - -	85	30 18 8
494	Oakworth - N. 4	200 0 0	108	76 19 4
			31	9 5 10
494	Oakworth, Infant - - W. 6	- - -	53	29 5 8
494	Oakworth, Sykes' Head W. 6	257 0 0	82	54 8 4
			20	5 16 8
532	Ormesby, North, Pennyman's - - 9	- - -	222	82 2 6
534	Osmotherley N. 3	140 0 0	61	27 6 4
502	Ossett, Infants.			
502	Ossett, South N. 4	613 0 0	227	127 14 2
529	Oswaldkirk Ch. 5	- - -	24	11 10 0
493A	Otley - N. 10	300 0 0	122	49 13 9
528	Otterington, South Ch. 4	- - -	29	21 8 0
521	Ottringham Ch. 11	- - -	38	18 12 10
521	Ottringham W. 12	- - -	53	27 13 6
506	Oughtibridge N. 6	886 12 6	115	59 5 10
503	Oulton, St. John's - N. 10	- - -	180	74 6 8
492A	Ouseburn, Great - Ch. 3	- - -	61	38 15 0
492A	Ouseburn, Great, Infant - 3	- - -	42	18 10 0
497	Outlane, St. Mary's - N. 7	- - -	66	20 16 9
			13	5 4 2
503	Outwood, St. Mary Magdalene - N. 2	- - -	74	35 8 2
503	Overton - B.	70 0 0		
506	Owlerton - N. 6	88 16 8	112	49 12 0
498	Owram, North B.	200 0 0		

a School extinct.
b Due, but not paid.
c Paid under Article 90[1] (1).
d School closed.
e For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
498	Owram, South N. 11	*125 0 0	105	61 7 2
			19	3 19 2
521	Owthorne - N. 11	84 0 0	36	*a*
494	Oxenhope - N. 4	208 0 0	44	28 14 4
			9	4 0 10
490	Pateley Bridge, Glass House Mill - W. 3	- - -	82	43 7 10
521	Patrington - N. 11	665 0 0	151	71 8 2
506	Penistone - N.			
506	Penistone, St. John Baptist Ch. 5	- - -	77	35 4 6
530	Pickering - N. 6	363 0 0	116	60 15 10
530	Pickering - W. 5	560 0 0	146	61 2 10
528	Pickhill - N. 4	185 0 0	60	39 18 0
508	Pittsmoor - N. 7	*140 0 0		
	" "	281 5 0	394	179 14 6
516	Pocklington N. 1	631 0 0	89	45 10 8
516	Pocklington W. 3	171 2 6	103	50 10 2
504A	Pontefract, All Saints', Infants - N. 6	117 0 0	92	43 16 2
504A	Pontefract - N. 6	44 2 0	232	98 1 11
			42	13 2 6
504A	Pontefract, St. Joseph's R. 9	- - -	82	47 9 0
504B	Pontefract, The Grange, St. Mary's R. *b*		29	10 12 6
504A	Pontefract - W. 6	*250 0 0		
	" "	108 0 0	245	127 4 8
499	Pudsey, Far Town - N. 10	200 0 0	80	39 0 6
499	Pudsey, Low Town - N. 10	260 0 0	17	5 7 6
			78	48 10 0
498	Raggals - N. 10	- - -	18	8 13 4
497	Rashcliffe - Ch. 7	- - -	98	61 14 0
527	Raskelfe - P. 4	- - -	190	89 10 2
498	Rastrick and Brighouse - B. 9	*150 0 0	24	8 13 4
498	Rastrick, Infant - 5	- - -	63	19 19 7
488	Rathmell, Endowed - N.		271	136 9 4
512	Rawcliffe - W. *b*		123	55 10 0
493A	Rawdon, Boys N. 7	- - -	59	34 5 0
493A	Rawdon, Girls N. 7	- - -	121	26 4 4
509	Rawmarsh, Endowed Free Grammar - 6	250 0 0	89	*g*
509	Rawmarsh, Infants - N.	*54 0 0		
509	Rawmarsh, United Methodist - F.C. 10	- - -	206	88 8 0
532	Redcar, Earl of Zetland's 11	523 0 0	94	55 10 6
532	Redcar, Infant, Earl of Zetland's - 11	- - -	72	36 19 8
508	Redhill - W. 10	- - -	368	176 3 0
538	Reeth, Low Row - W. 4	- - -	103	51 14 5
538	Reeth, The Friends - 4	- - -	86	*c*
538	Reeth - W. *b*			
502	Rehoboth, Congregational - B. 10	- - -	95	45 14 8
			49	16 17 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
539	Richmond - N. 1	*50 0 0	208	98 16 4
	"	269 15 0	*d*	20 0 0
539	Richmond, Corporation - 1	- - -	69	32 13 4
539	Richmond, Infants.			
539	Richmond - R.			
539	Richmond - W. 4	- - -	82	39 16 8
526	Rillington - N. 1	87 0 0	58	26 18 4
492B	Ripley, Inft. N. 10	- - -	33	15 15 2
499	Ripleyville - B. 6	- - -	194	90 5 10
491	Ripon (Cathedral), Boys N. 5	238 7 6	160	100 10 8
491	Ripon, Girls N. 5	- - -	162	91 11 6
491	Ripon, Holy Trinity (Female Practising) N. 5	*147 0 0		
	" "	97 0 0	153	86 15 4
491	Ripon, St. Wilfred's - R. 11	- - -	67	34 7 10
			c 73	42 7 6
491	Ripon - - W. 3	- - -	103	60 18 0
498	Ripponden - N. 11	206 0 0*e*	181	108 2 10
			27	9 12 9
			152	110 14 10
			21	7 4 2
522	Rise - - N. *f*			
502	Robert Town N. 4	230 0 0	86	36 2 0
531	Robin Hood's Bay, Girls - N. 6	- - -	56	40 12 2
490	Rocking - N.			
492A	Roecliffe - N. 3	- - -	44	21 3 10
521	Roos - - N. 11	- - -	73	36 17 8
530	Rosedale - B. 5	- - -	65	25 2 8
509	Rotherham - N. 9	719 8 4	490	243 15 1
509	Rotherham and Masbro' B. 10	*340 0 0	132	60 3 2
509	Rotherham - W. 10	877 0 0	251	137 14 4
500	Rothwell - N. 10	488 15 0	276	120 13 8
496	Roughtown N. 5	- - -	86	41 9 4
			46	15 15 0
534	Rounton, West N.			
505	Roystone - N. 2	150 0 0	60	31 5 4
524	Rudston - N. 4	300 0 0	63	32 1 4
489	Rylstone District - - N.	75 0 0		
496	Saddleworth, Doctor Lane N. 8	- - -	74	45 13 10
			12	4 3 4
496	Saddleworth P. 7	- - -	79	48 10 4
			33	12 10 10
499	Saltaire Factory - - 1	- - -	360	243 14 8
532	Saltburn - R. 11	359 7 6	97	28 2 6
489	Salterforth - N. *b*	54 0 0	95	41 17 0
498	Salterhebble, All Saints' N. 11	444 0 0*e*	111	61 2 6
			14	4 16 8
			198	75 3 1
			15	4 10 10
516	Sancton - R. 11	- - -	24	18 0 0
503	Sandal, Magna, Girls - - 2	- - -	76	37 18 6
525	Scalby - - N. 6	180 6 6	86	40 17 6
497	Scammonden N. 7	74 19 0	51	28 19 6
			8	2 10 0
526	Scampston - N. 1	- - -	27	15 3 8
525	Scarborough N. 6	*85 0 0	461	236 19 2
		1,418 0 0	23	3 10 10
525	Scarborough W. 5	753 0 0	204	101 10 6
514	Scarthingwell R. 11	- - -	21	15 18 9
499	Scholes - N. 10	140 17 6	155	68 4 8
497	Scissett (or High Hoyland) - N. 8	416 0 0	122	87 10 10
			37	14 19 2
535	Scruton - N. 3	220 0 0	40	23 8 9
500	Seacroft - N. 4	258 0 0	140	66 19 4

a Refused under Article 51 *d*. *b* School closed. *c* Refused under Article 52 *d* and 52 *a*.
d Retiring pension. *e* For two years. *f* Removed from inspection. *g* Refused under Article 52 *d*.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
487	Sedbergh - N.	130 0 0		
487	Sedbergh - B. 6	260 10 0	124	67 19 10
			85	25 12 6
513	Selby, Abbey Church - N. 4	1,009 10 9	207	99 6 6
513	Selby, Grey Coat		17	7 9 2
513	Selby Subscription - 3	- - -	85	34 12 2
513	Selby - - W. 3	- - -	186	108 13 2
528	Sessay - - N. 3	- - -	61	39 19 6
488	Settle - - N. 2	- - -	142	85 16 8
526	Settrington - N. 4	- - -	61	39 13 2
500	Shadwell - N. 11	56 0 0	39	1 0 1
503	Sharlston - 2	- - -	53	18 15 0
492	Sharow - N. 5	264 11 6	80	40 2 0
507	Sheffield, Brunswick Chapel - W. 10	- - -	406	109 10 8
508	Sheffield (Carver Street), Central - N. 7	- - -	315	135 1 4
508	Sheffield, Ebenezer - - W. 10	- - -	274	139 18 2
508	Sheffield, Ellesmere Road - W. 10	- - -	494	216 19 6
508	Sheffield, Lancasterian - 10	- - -	482	262 14 0
508	Sheffield, Moorfields - - N. 6	- - -	121	62 19 0
			36	13 18 4
508	Sheffield, Norfolk St. - W. 11	*250 0 0	80	26 7 6
508	Sheffield Park, St. John's - N. 7	346 6 8	270	129 11 6
508	Sheffield Park W. 10	538 0 0	245	108 6 0
508	Sheffield, Princes St. W. 11	- - -	133	61 8 2
508	Sheffield, Ragged and Industrial - 10	- - -		*a*
508	Sheffield, St. George's - N. 6	1,393 0 0	507	236 9 10
508	Sheffield, St. James'- N. 7	- - -	71	25 7 2
507	Sheffield, St. Jude's (Eldon Street) N. 6	623 5 0	272	109 19 2
508	Sheffield, St. Luke's, Dyer's Hill - - N.	700 0 0		
508	Sheffield, St. Marie's (Surrey Street) Boys R. 9	*350 0 0		
	" "	172 10 0		
508	Sheffield, St. " Marie's (Sheaf Gardens), Girls and Infants R.	974 10 0	437	178 17 2
			65	18 19 2
507	Sheffield, St. Mary's - N. 7	499 7 2	467	214 17 6
			96	26 18 4
507	Sheffield, St. Mary's (Leadmill Road) - N. 7	459 0 0	146	70 19 10
508	Sheffield, St. Paul's - N. 6	230 0 0	490	218 2 4
508	Sheffield, St. Peter's (ParishChurch) N. 6	600 0 0	397	190 18 8
			73	31 14 2
508	Sheffield, St. Philip's - N.	260 0 0		
507	Sheffield, St. Silas - - Ch. 7	- - -	137	73 5 9

a Due, but not paid.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
508	Sheffield, St. Stephen's (Nether-thorpe) - N. 6	930 0 0	320	157 19 6
508	Sheffield, St. Vincent de Paul's - R. 9	842 15 0	563	252 2 1
			197	58 9 2
508	Sheffield, St. William's - R. 9	- - -	214	86 7 11
508	Sheffield, Surrey Street, United Methodist - F.C. 10	- - -	46	18 3 2
			66	26 1 8
498	Shelf - - Ch. 2	316 12 6	187	100 12 10
498	Shelf - - B.	*80 0 0	37	12 4 2
498	Shelf, Carr House Lane 9	- - -	84	25 13 4
497	Shelley - N. 5	- - -	73	38 11 0
			20	5 18 4
497	Shepley, St. Paul's - N. 7	230 1 0	72	46 10 4
			26	7 18 4
525	Sherburn (East Riding) - Ch. 5	- - -	72	31 8 6
514	Sherburn, Endowed - N.			
526	Sheriff Hutton N. 5	- - -	68	29 0 1
526	Sheriff Hutton W. 2	20 10 0	36	15 4 8
498	Shibden - Ch. 10	- - -	32	9 13 3
499	Shipley - B. *b*	*60 0 0		
499	Shipley, St. Paul's - N. 2	765 0 0	229	122 16 6
499	Shipley, St. Walburga's R. 10	- - -	66	29 4 0
			61	26 12 6
492A	Shipton - Ch. 4	- - -	79	26 14 8
			17	5 5 4
503	Shitlington - N.	300 0 0		
492C	Sicklinghall - 12	- - -	22	10 5 10
522	Sigglesthorne N. 2	14 0 0	47	14 2 3
506	Silkstone, Boys Ch. 8	- - -	88	46 0 0
506	Silkstone, Girls and Infants N. 8	237 0 0	72	39 19 6
489	Silsden - N. 4	*50 0 0	110	58 3 0
			50	18 0 0
489	Silsden - W. 6	337 0 0	89	62 13 10
539	Skeeby in Easby - N. 3	- - -	41	25 18 0
497	Skelmanthorpe N. 8	250 15 0	85	50 11 10
			21	8 19 2
497	Skelmanthorpe W. 4	- - -	96	46 12 8
532	Skelton (Redcar) - - N. 5	- - -	108	57 8 8
515	Skelton, York N. 3	- - -	60	28 3 4
532	Skelton - W. 11	- - -	73	34 12 10
			5	2 4 2
524	Skipsea and Ulrome - N. 4	75 0 0	44	19 9 10
524	†Skipsea - W.			
489	Skipton - B. 6	415 0 0	120	80 16 2
489	Skipton, Ch. Ch. - - N. 4	88 15 0	79	40 16 8
489	Skipton - N. 4	- - -	136	70 3 8
489	Skipton, St. Stephen's - R. 9	- - -	120	55 8 2
			27	9 14 2
489	Skipton - W. 6	- - -	128	77 16 4
			33	14 9 2
522	Skirlaugh - N. 2	254 11 1	59	39 5 0

b School extinct.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
497	Slaithwaite, Lower - N. 5	348 0 0	217	113 7 8
497	Slaithwaite, Old, Free - 5	197 0 0	83	26 0 10
497	Slaithwaite, Upper - N. 5	200 12 0	41	1 8 3
497	Slaithwaite, West - - N.	360 0 0		
523	Sledmere - N.			
531	Sleights, Eskdaleside, and Ugglebarnby N.	*55 0 0		
	" "	37 0 0		
526	Slingsby (Boys) Ch. 5	- - -	56	22 13 11
			12	4 18 4
526	Slingsby, Girls Ch. 5	- - -	38	8 9 2
525	Snainton - N. 6	- - -	59	38 5 0
512	Snaith - W. 11	334 0 0	117	72 0 6
498	Sowerby Bridge N. 7	*245 0 0	231	129 9 9
	" "	40 0 0	93	33 12 6
498	Sowerby Bridge W. 9	- - -	151	80 13 4
498	Sowerby (Chapelry District) - N. 7	751 15 0	206	124 9 2
			59	20 15 10
528	Sowerby, near Thirsk - N.	10 0 0		
498	Sowerby, St. George's - N. 7	291 6 8	229	105 19 9
			14	5 5 0
498	Sowerby, St. Mary's - N. 7	- - -	143	79 11 6
528	Sowerby, St. Oswald's - N.			
498	Sowerby, Triangle - N. 7	409 0 0	94	50 19 2
517	‡Spaldington Village - Ch. *a*			
536	Spennithorne Ch. 12	- - -	*b*	
492c	Spofforth - N. 3	174 15 0	76	51 13 0
505	Stainborough, Hood Green N. 7	- - -	82	23 16 3
502	Staincliffe N. and P.	- - -	135	30 7 2
531	Staithes - N. 6	100 0 0	59	16 14 6
494	Stanbury-in-Haworth - N. *c*	87 0 0		
503	Stanley, St. Peter's - N. 2	257 0 0	121	51 17 10
500	Stanningley, St. Thomas N.	266 0 0		
506	Stannington N. 10	52 10 0	95	48 2 6
			23	12 5 10
506	Stannington, Hollow Meadow	212 0 0		
543	Startforth - Ch. 3	4 12 6	47	27 8 6
492A	Staveley - N. 4	70 10 0	34	17 14 2
515	Stillingfleet N. 3	- - -	47	33 7 0
527	Stillington - N. 4	- - -	61	39 15 0
527	Stillington - W. 2	- - -	42	19 9 0
506	Stockbridge N. 11	- - *d*	101	61 16 1
			29	8 5 10
			139	91 15 4
			36	11 15 0
506	Stocksbridge Hall - - 10	- - -	89	50 9 6
			18	5 16 8
515	Strensall N.			
490	Summer Bridge W. 3	- - -	51	34 0 0
521	Sunk Island P. 11	130 0 0	28	11 13 0
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
519	Sutton - - B. *e*			
519	Sutton (Hull) W. 12	- - -	65	32 19 2
516	Sutton-on-Derwent - N. 4	40 0 0	30	13 2 6
494	Sutton-in-Kildwick - N. 4	418 0 0	197	102 11 2
			48	14 8 4
519	Sutton, St. James' (Hull). Ch. 11	325 0 0	80	50 6 0
522	Swine - Ch. 2	147 15 0	39	21 19 10
512	Swinefleet - N.	90 0 0		
512	Swinefleet - W. *a*			
509	Swinton - N. 4	466 10 8	201	87 8 10
514	Tadcaster (Boys) N. 1	- - -	72	28 10 10
514	Tadcaster - R. 11	- - *d*	36	18 15 10
			40	17 16 0
491	Tanfield, West N. 5	- - -	39	24 17 0
506	Tankersley - N. 2	- - -	112	48 14 1
500	Temple Newsam - - N. 4	125 0 0	142	65 5 2
528	Thirkleby - Ch. 4	- - -	33	24 15 0
528	Thirsk - - B. 3	*125 0 0	127	73 4 0
	"	130 0 0		
528	Thirsk, St. Mary Magdaline, Boys N. 1	225 15 0	75	36 2 8
515	Thirsk, Girls P. 1	- - -	47	22 9 6
	Thorganby and West Cottingwith Ch. 3	- - -	44	16 10 0
541A			6	2 13 4
514	Thornaby - N. 10	319 19 0	272	130 10 0
			53	17 14 3
514	Thorner - N. 3	- - -	45	9 11 9
503	Thorner - W. 2	- - -	61	39 19 0
503	Thornes, Mr. Gaskell's - *c*			
	Thornes Lane N. 11	228 0 0	212	99 0 10
502	Thornhill, Girls' and Infants N. 4	176 11 3	25	7 9 2
			148	9 9 8
502	Thornhill Lees N. 4	615 0 0	53	7 14 7
			148	73 11 8
499	Thornton Congl. 5	- - -	13	3 12 6
499	Thornton - N.	35 0 0	94	11 4 8
530	Thornton-Dale N. 6	- - -	64	38 17 8
488	Thornton-in-Lonsdale, Girls N. 3	- - -	33	16 13 0
528	Thornton-le-Moor - - Ch. 4	90 0 0	25	12 14 4
509	Thorpe Hesley N. 10	*147 0 0	120	68 10 8
509	Thorpe Hesley W. 10	- - -	101	55 15 4
486	‡Thorpe Salvin N.			
506	Thurgoland N. 5	100 0 0	109	57 9 6
			11	5 2 6
506	Thurlstone - Ch. 5	- - -	87	34 7 0
497	Thurstonland, Endowed - P. 7	108 8 0	84	40 12 11
			13	4 11 0
524	Thwing - N. 4	- - -	29	10 17 10
510	Tickhill - N. 3	122 0 0	61	22 16 8
510	Tickhill, Infants - - Ch. 3	- - -	93	45 12 0
518	Tickton - N. 2	64 0 0	48	20 4 8
493B	Timble, Great B. *c*	*22 0 0		
509	Tinsley Park, Colliery - 10	- - -	120	58 10 10
514	Tockwith - W. 6	- - -	53	32 16 0
492A	Tollerton - W. 2	400 8 0	90	55 2 2

a School extinct. *b* Due, but not paid. *c* School closed. *d* For two years. *e* School sold.

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	YORKSHIRE—*cont.*			
528	Topcliffe - N. 12	- - *a*	63	27 18 2
			72	36 5 8
479	Tosside - P. 2	- - -	31	19 5 4
539	Tunstall - Ch. 3	- - -	37	17 13 6
514	Ulleskelf - Ch. 1	- - -	58	31 6 0
532	Upleatham, Zetland - B. 11	- - -	50	26 7 0
506	Wadsley - N. 6	*152 0 0	134	78 5 8
	„ „	120 0 0		
510	Wadworth - N. 1	83 13 4	73	33 18 8
503	Wakefield, All Saints', Boys - - N. 11	522 11 8	236	112 17 4
503	Wakefield, All Saints', Girls and Infants - N. 11			
503	Wakefield, Green Coat, Charity - N. 11	- - -	122	*e*
503	Wakefield, Lancasterian 6	89 13 4	346	191 18 8
503	Wakefield, St. Andrew's N. 10	415 0 0	114	54 9 10
			28	9 15 0
			251	127 19 8
503	Wakefield, St. Austin's - R. 10	750 0 0 *a*	96	44 15 0
			254	117 0 2
			86	23 13 4
503	Wakefield, St. John's Ch. 10	- - -	62	24 4 8
503	Wakefield, St. Mary's - N. 11	375 0 0	177	67 5 8
503	Wakefield, St. Michael's - Ch. 11	158 15 0	191	92 19 4
			43	12 5 10
503	Wakefield, Holy Trinity - N. 11	200 0 0	230	115 0 0
503	Wakefield - W. 6	500 0 0	262	116 13 0
503	Wakefield, West Riding Reformatory.			
507	Walkley, St. Mary's - N. 7	- - -	57	6 7 7
			43	27 6 6
514	Walton - N. 4	- - -	14	3 10 0
503	Walton (Wakefield) - - N. 2	- - -	110	77 12 2
			90	33 5 0
523	Wansford, Gt. N.			
428	Warley - B. 9	- - -	36	14 6 3
503	Warmfield - B.	*50 0 0		
510	Warmsworth N. 1	- - -	55	30 6 4
			14	4 5 0
516	Warter - Ch. 1	- - -	44	17 11 0
529	Wass - 6	- - -	41	30 19 6
509	Wath-upon-Dearne - N. 5	279 0 0	87	45 6 4
523	Weaverthorpe N. 4	- - -	81	48 10 0
493A	Weeton - N.			
526	Welburn - N. 5	- - -	65	32 2 8
534	Welbury - Ch. *b*			
526	‡Welham Bridge - Ch. *e*			
497	Wellhouse (Golcar) - N. 7	- - -	75	39 11 10
			9	3 15 10
519	Welton - N. 2	- - -	110	71 12 0
			17	5 7 6
509	Wentworth - N. 12	- - -	148	72 15 8
509	Wentworth (Barrow) Ch. 12	- - -	98	59 17 4
509	Wentworth, Park Gate - N. 10	- - -	191	97 7 2
488	Westhouse, Endowed, Boys - - N. 3	15 12 0		

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	YORKSHIRE—*cont.*			
508	Weston (near Sheffield) - N. 7	- - -	76	34 8 10
526	Westow - N. 5	- - -	75	37 11 0
492C	Wetherby, St. James' - N. 3	- - -	70	30 6 2
492C	Wetherby - W. 3	- - -	108	66 16 0
523	Wetwang - Ch. 4	- - -	97	56 13 2
			8	1 15 0
527	Wheaby - Ch. 4	- - -	29	12 16 0
509	Whiston - N. 12	*75 0 0	95	42 9 10
531	Whitby - N. 6	200 0 0	171	102 19 0
531	Whitby - B. 5	171 8 6	178	72 8 0
531	Whitby - W. 5	- - -	133	73 16 6
502	Whitley, Lower N. 10	- - -	78	40 2 8
526	Whitwell - Ch. 5	- - -	38	24 13 6
504A	Whitwood Colliery - 11	- - -	195	93 17 10
			30	3 15 0
504A	Whitwood Mere - - N. 3	103 10 0	84	43 1 8
492A	Whixley - Ch. *b*			
533	Whorlton - P. 3	347 0 0	85	40 10 0
508	Wicker, Holy Trinity - N. 7	952 3 4	476	246 15 4
			16	8 1 8
509	Wickersley - N. 12	360 0 0		*d*
515	Wigginton - N.	*40 0 0		
488	Wigglesworth, Clark's Endowed.			
492C	Wighill - N. 3	- - -	30	12 15 4
499	Wilsden - N. 2	- - -	23	10 11 4
			9	3 5 10
499	Wilsden, Infants - - N. *c*	*60 0 0		
499	Wilsden - W. 5	332 18 0	130	77 9 4
497	Wilshaw - Ch. 3	- - -	42	21 1 0
506	Wincobank - 10	- - -	13	4 19 2
499	Windhill - Ch. 2	478 0 0	133	60 8 2
			216	119 16 6
			34	16 0 0
499	Windhill - W. 4	646 0 0	176	49 15 7
499	Windhill, Infants - W. 4	- - -	71	19 17 6
522	Withernwick N. 4	55 0 0	64	4 8 5
536	‡Witton, East Ch.		51	25 6 4
536	Witton, West N.			
524	Wold Newton - - Ch. 4	- - -	38	22 7 6
505	Wombwell - N. 7	177 0 6	148	57 5 0
504A	Womersley - N. 2	209 0 0	72	41 1 6
497	Woodhouse, Ch.Ch. (Huddersfield) - N.	*150 0 0	6	2 13 4
518	Woodmansey and Thearne N. 2	276 15 0	34	16 16 6
493B	Woodside (Horsforth) N. 6	220 0 0	103	44 2 7
			23	8 4 2
505	Woolley - Ch. 4	- - -	59	30 14 6
506	Worrall - N.	101 0 0		
505	Worsborough Dale - - N. 7	257 13 6	232	119 10 6
505	‡Worsborough, Grammar - *b*		49	18 7 6
500	Wortley, New (near Leeds) N. 5	521 19 9	258	115 5 4
			44	13 15 0
500	Wortley, New, Zion - - B. 1	*400 0 0	383	193 12 0
	„ „	150 0 0	123	42 4 2

a For two years. *b* Removed from inspection. *c* School closed. *d* Due, but not paid.
e No grant claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
509	Wortley, Old (near Leeds) N. *a*	*55 0 0		
506	Wortley (near Sheffield) - N. 11	- - -	84	48 19 6
501B	Wragby - N. *a*			
503	Wrenthorpe N. 2	100 0 0	42	10 12 5
517	Wressle - P.	162 7 6		
499	Wyke (Brighouse) - N. 5	- - -	104	49 4 2
525	Wykeham - N. 6	- - -	42	27 1 0
516	‡Yapham - N.			
541A	Yarm, Poor - R. *a*			
493B	Yeadon - N. 9	272 0 0	105	47 2 6
			18	6 15 0
493B	Yeadon, High Street - B. 7	- - -	180	97 7 2
493B	Yeadon, Upper N.			
526	Yedingham - N.	*12 0 0		
515	York, Aldwark N. 6	- - -	173	72 15 8
515	York and Ripon, Male Practising - 5	100 0 0	87	45 8 10
515	York and Ripon Female Practising - *b*			
515	York, Bishopgate - N. 6	11 6 8	276	94 6 4
515	York, Bishophill - B. 2	- - -	69	43 7 0
515	York, Groves W. 2	- - -	149	68 15 10
515	York, Hope St. B. 2	- - -		
515	York, Industrial Ragged.		522	244 14 4
515	York, Manor House - N. 6	42 0 0	210	122 15 8
			46	14 11 8
515	York and Ripon, Model - 5	- - -	115	55 17 4
515	York, Micklegate, Trinity, Boys - - N. 6	*125 0 0		
	" - - "	102 6 0	160	89 12 8
515	York, Micklegate, Trinity, Girls - - N. 6	176 10 0	197	92 17 9
515	York (Priory Place) - W. 2	1,691 0 0	436	246 6 8
515	York, St. Cuthbert's N. 6	- - -	139	63 7 0
515	York, St. George's - R. 11	- - -	371	171 18 2
515	York, St. George's - W. 2	1,546 9 6	295	165 14 4
515	York, St. Peter's Lane N. 6	- - -	57	22 0 8
515	York, St. Sampson's Ch. 6	- - -	59	24 16 4
515	York, St. Saviour's - N. 6	- - -	57	28 12 10
515	York, St. Thomas' - N. 6	493 0 0	170	74 1 10
515	York, Walmgate, St. Margaret's - N. 6	358 10 0	333	179 17 0
	Yorkshire Reformatory.		53	21 5 10

WALES.

	ANGLESEA.	£ s. d.		£ s. d.
623	Aberffraw - P. 4	235 2 0	31	41 1 6
623	Amlwch - N. 5	- - -	163	75 10 6
			23	5 7 6
623	Amlwch - B. 4	1,146 0 0	181	74 16 10
621	Beaumaris - P. 4	- - -	151	99 10 8
623	Bodedern - N. 5	157 5 0	82	33 15 2
623	Bodffordd - B. 6	- - -	72	32 13 4
621	Bodlondeb Pentraeth - N. 5	148 17 6	64	11 18 0
623	Bryngwron - N. 5	- - -	38	0 5 9
623	Cemaes - B. 4	209 11 4	73	24 18 5
620	Dwyran - B. 4	- - -	63	31 0 6
621	Gaerwen - N.	171 0 0		
621	Gaerwen - B.			
623	Gwalchmai - N. 5	*30 0 0	49	25 1 6
	" - "	90 0 0	22	7 3 4½
623	Gwalchmai - B. 4	240 0 0	47	18 19 0
623	Heneglwys - B.	18 0 0		
623	Holyhead - B. 4	744 19 0	386	203 13 10
623	Holyhead - B.	c*37 0 0		
623	Holyhead, Penrhos-y-Falew - N. *d*	70 6 8		
623	Holyhead Town - N. 5	1,058 12 0	300	174 7 6
			8	1 5 0
623	Llanallgo - N.	75 0 0		
623	Llanbadrig - Ch. *e*			
623	Llandeusant and Llanbado N. 5	164 0 0	66	33 8 10
621	Llanddona - B. 5	234 2 6	67	35 8 8
621	Llandegfan - N. 11	- - -	66	30 1 10
623	Llandrygarn and Bodwrog - Ch.			
621	Llandysilio - N. 11	149 0 0	107	48 16 4
			23	6 17 6
621	Llanedwin, Duchess of Kent's - N. 11	- - *f*	81	32 8 1
			77	25 7 8
623	Llanerchymedd N.			
623	Llanerchymedd B. 4	857 0 0	89	8 17 3
623	‡Llanfachreth B.			
623	Llanfihangel-yn-Nhowyn N.	136 8 0		
623	Llangefni - N. 5	279 10 0	82	45 4 10
623	Llangefni - B. 4	262 4 0	80	35 10 8
620	Llangeinwen N. 5	- - -	28	16 0 0
620	Llangeinwen B.	180 0 0		
621	Llangristiolus N. 5	56 0 0		
623	Llanrhyddlad N.	208 0 0	40	12 0 0
623	Llanrhyddlad B. 4	210 0 0		
623	Llanvaelog - N. 5	121 0 0	38	13 7 10
623	Marian Glas B. 4	165 0 0	38	14 14 2
621	Menai Bridge B. 4	286 5 0	89	34 17 6
620	Newborough B. 12	244 12 6	63	23 1 4
621	Penmon and Llangoed - N. 5	133 0 0	87	45 2 6
			80	44 7 0

a Removed from inspection. *b* Place supplied by Ripon Trinity Female Practising.
c Grant repaid. *d* School pulled down. *e* School closed. *f* For two years.

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	ANGLESEA—*cont.*	£ s. d.		£ s. d.
623	Penrhos Lligwy Ch. 5	- - -	72	10 7 3
623	Pensarn - N.	*40 0 0		
621	Pentraeth - B. 4	214 12 6	84	40 4 8
623	Rhosybol - B. 4	232 0 0	80	42 1 0
621	Union of Schools: Trevdraeth and Llangadwaladr, Maldraeth -	505 0 0	22	7 6 8
			89	49 6 4
			66	14 5 6
	BRECKNOCKSHIRE.			
584	Abercrave - B. 8	- - -	116	54 17 8
			38	13 13 4
584	Abercrave - N. 10	144 10 0	50	22 13 7
			18	5 6 8
599	Abergwessin B. 11	99 10 0	49	22 7 2
601	Black Rock - 6	- - -	30	12 9 8
600	Brecon - N. 10	468 17 6	261	118 19 4
600	Brecon - U.			
600	Brecon, St. David's - N. *a*	*73 0 0		
600	Brecon - W. 11	- - -	141	31 13 6
601	Brynmaur - B. 11	83 6 8	225	107 17 7
600	Castle Madoc B. 11	84 0 0	24	17 5 0
600	Cathedine - N. 10	- - -	58	31 13 8
			16	5 1 8
582	Cefn Coed - B. 5	- - -	216	136 18 10
			24	10 16 8
601	Clydach - B. 11	- - - *b*	95	61 1 6
			98	64 18 8
601	Crickhowel - N. 6	- - -	95	55 9 8
			6	0 18 4
601	Crickhowel B. 11	226 17 6	*c*	
584	Cwmtwich - N. 10	- - -	29	6 4 6
584	†Cwmtwich, Charity - *d*			
600	Devynnock (Sir J. Davey's) Endowed - 10	100 6 8	59	27 18 2
602	Glasbury - P. 7	- - -	60	35 0 8
599	Gwenddwr - Ch. 3	- - -	40	19 11 6
602	Hay - N. 7	130 13 0	109	53 7 10
600	Llandefeilogfach - - N. 10	141 0 0	*c*	
601	Llanelly - N. 6	*50 0 0	47	18 12 6
	" "	92 3 6		
600	Llanfihangel-nant Bran N.	91 10 0		
600	Llanfrynach Ch. 10	86 18 0	62	30 17 8
599	Llangamarch N. *e*			
600	Llangasty-tal-y-lynn - N. *e*			
601	Llangattock Ch. 6	- - -	62	9 14 9
601	Llangenny - N.	74 0 0		
600	Llangorse - N. 10	- - -	43	20 14 2
601	Llangynidr - Ch. 6	- - -	95	61 4 5
			22	8 11 6
602	Llanigon - N.	*30 0 0		
600	Llanspythid N.	74 5 0		
587	Llanwrtyd - P. 11	185 0 0*b*	70	29 13 4
			67	29 14 2
602	Llyswen - N. 7	134 0 0	30	11 12 6
600	Llywell - Ch. 10	226 5 0	74	36 12 10
600	Nantddu - N. 11		*c*	
584	Pencae - N. 10	- - -	35	17 1 4
602	Talgarth - Ch. 7	- - -	61	30 5 0
602	Talgarth - B. 11	170 0 0	*c*	
600	Talybont - N. 10	189 7 6	107	62 0 6
600	Trallong - N. 10	183 12 0	36	15 10 8

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	BRECON—*cont.*	£ s. d.		£ s. d.
600	Trecastle - B. 11	- - -	99	62 7 2
			27	10 5 10
601	Trevil - - B. 10		*c*	
582	Vaynor Gamp-ontysticcall N. 11	74 5 0	42	23 19 4
584	Yniscedwyn (Iron Works) -	375 0 0		
584	Ystradgynlais N. 10	285 2 6	190	103 1 0
			101	43 10 10
584	Ystradgynlais B. 7	- - -	57	22 2 6
	CAERMARTHEN.			
589	Abergwili - N. 2	*80 0 0	105	69 5 0
	" "	171 12 6	10	3 15 0
588	Amman Iron Works - B. 11	- - -	163	74 19 10
			43	13 15 10
588	Bettws - N.	83 0 0		
	‡Blaen-y-coed B.			
586	Bryn - - B. 2	104 12 6	80	44 16 6
588	Brynhoi (Bettws) B. 11	- - -	86	42 1 2
589	Caermarthen, Lancasterian 4	626 0 0	361	174 13 4
			41	18 5 10
589	Caermarthen, St. David's, Practising - N. 2	1,029 0 0	300	147 7 2
			35	12 15 10
589	Caermarthen R. 6	- - -	49	23 0 8
587	Capel Cynfal N.	123 0 0		
594	Capel Evan - B. 11	- - -	65	28 19 0
587	Cil-y-cwm - Ch. 2	196 17 6	65	14 12 4
587	Conwill-Caio Village, Undenom. - 4	131 15 0	40	22 10 0
589	Conwil Elvet B. 4	168 15 0	75	38 3 8
588	Cross Inn - B. 11	- - -	98	47 19 0
587	Crugybar-Caio - - B. 4	- - -	60	41 0 4
			19	6 19 2
588	Cwmamman N. 1	- - -	50	19 0 8
589	Cwmbach - B. 4	- - -	76	32 4 0
			25	6 15 10
588	Cwmdu - N.			
587	Cwmdur - Ch. *f*	174 2 6		
590	Cwmfelinboeth N. *f*			
588	Cwm Ivor - B.			
586	Dafen Tin Plate Works N. 11	- - -	172	84 9 6
			15	5 10 10
587	Danyrallt - Ch. 2	- - -	61	21 11 4
586	Felinfoel - B. 2	27 5 0	154	90 17 10
586	Felinfoel, Trinity N. 11	- - -	86	38 5 4
589	Ferryside, St. Thomas' - P. 6	404 0 0	68	45 19 2
595	Ffaldybrenin B. 3	- - -	58	24 15 2
589	Gorslas - N. 2	- - -	31	36 8 5
586	Gwendraeth, Pont-y-berem Iron Works B. 11	- - -	88	43 1 11
587	Gwynfe - B. 11	- - -	53	37 9 6
590	Henllan Amgoed - B. 11	- - -	77	43 4 3
589	Johnstown - B. 12	- - -	42	19 10 5
594	Kenarth - N.	*32 0 0		
586	Kidwelly - N. *g*			
586	Kidwelly - B. 2	297 0 0	150	77 2 6
589	Laugharne - N. 2	- - -	82	37 4 10
589	Llanarthney N. 2	- - -	56	21 5 8
590	Llanboidy - N. 4	- - -	133	78 18 8
589	Llandarog - N. 2	198 13 4	67	34 10 0
			7	2 14 2
587	Llanddeusant B. 4	- - -	62	28 10 5

a School pulled down. *b* For two years. *c* Due, but not paid. *d* School extinct.
e Removed from inspection. *f* School closed. *g* School closed temporarily.

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	CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
589	Llandefeilog N. 6	225 19 6	58	37 14 6
589	Llandefeilog Idole - B.	11 10 7		
588	Llandilo, Capel Isaac - B. 11	- - -	59	39 13 10
588	Llandilo-faur N. 1	- - -	164	86 15 2
588	Llandilo, Tabernacle B. 4	- - -	89	50 7 2
587	Llandovery - N. 2	300 0 0	148	57 12 4
587	Llandovery - B. 4	370 10 0	122	60 17 4
588	Llandybie - N. 1	130 0 0	103	46 12 0
588	Llanegwad - N. 1	- - -	60	24 15 6
586	Llanelly (Boys and Girls) - B. 2	445 0 0	317	126 7 0
586	Llanelly (Copper Works) B. 2	- - -	497	249 13 4
586	Llanelly, Five Roads - - B. 11	108 0 0	*a*	
586	Llanelly - N.	*200 0 0	*a*	
586	Llanelly, New Dock - - B. 2	162 0 0	115	45 17 8
586	Llanelly, Infants, Prospect Place - B. 2	212 0 0	170	63 3 11
588	Llanfihangel Aberbythic N. 1	- - -	72	40 10 2
589	Llanfihangel Uwch Gwili N. 2	50 0 0	39	16 15 6
			10	3 15 0
587	Llangadock, Bethlehem B. 4	- - -	59	28 14 6
587	Llangadock - B. 4	73 10 0	106	61 13 8
588	Llangathen - N. *b*			
594	Llangeler - N. 6	100 0 0	85	52 18 0
589	Llangendeirne P. 6	- - -	91	41 2 4
586	Llangennech Ch. 5	134 10 0	138	103 4 6
589	Llanllwch - N. 2	6 2 0	58	30 10 10
586	Llannon - N. 11	33 0 0	*a*	
589	Llanpumpsaint B. 11	165 0 0	43	2 18 3
587	Llansadwrn - B. 11	- - -	83	30 7 6
588	Llansawell - - 10	- - -	51	20 3 6
589	Llanstephan N. 2	- - -	113	58 6 2
586	Llwynhendy B. 2	200 0 0	114	67 3 6
590	Marros - - N. 4	- - -	22	6 9 4
589	Merthyr - N. 10	- - -	28	9 17 11
587	Mothfai - N. 2	- - -	81	31 10 10
589	Mydrim - N. *c*	15 0 0		
594	Newcastle Emlyn - N. 6	188 10 0	75	28 16 0
586	Pembrey (Copper Works) - 2	- - -	271	137 17 0
594	Penboyr - N. 11		*a*	
589	Peniel - - B. 3	- - -	39	8 18 8
589	Pontyates - N. 10	- - -	80	23 1 11
586	Pwll - - B. 11	- - -	102	15 6 0
587	Rhandirmwyn N. 2	209 19 0	52	19 4 2
			17	5 9 2
587	Rhandirmwyn B. *c*			
594	Saron - - B. 11	- - -	56	14 11 8
588	Trap (Llandilofaur) - N. 1	- - -	48	25 6 6
586	Tycroes - N. 11	- - -*d*	89	38 17 2
			91	36 4 10
588	Velingwm - B. 12	- - -	45	17 19 8
589	Whitemill - B. 11	- - -	88	34 4 2
590	Whitland - B. 11	- - -	64	44 8 0
619	Aberdarou - Ch.			
619	Abererich - N.	*40 0 0		
621	Bangor (Garth Road) - B. 3	731 18 0	239	143 7 10
621	Bangor - N. 6	434 2 6	333	174 8 1
621	Bangor, Infants - N. *e*	*72 0 0		
621	†Bangor - B.			
621	Bangor, St. Paul's - W. 3	1,559 0 0	213	87 13 6
618	Beddgelert - N. 7	360 0 0	29	16 6 6
618	Beddgelert - B. 5	247 10 0	81	37 9 4
620	Bethel - B. 5	- - -	89	49 18 6
621	Bethesda - B. 4	- - -	235	85 13 11
			80	26 5 0
620	Bettws Garmon - N. *e*	30 0 0		
619	Bodfean - N.	50 0 0		
621	Bodfeirig - N. 6	- - -	96	51 2 2
			28	12 18 4
620	Bontnewydd N. 7	147 0 0	80	30 13 9
619	Bottwnog - N.	72 0 0		
620	Bronyfoel - N. 7	472 10 0	66	12 19 2
619	Bryncroes and Rhyw - N.	*45 0 0		
	" - "	29* 7 8		
620	Caernarvon - B. 5	1,680* 0 0	254	127 19 11
620	Caernarvon, Model - Ch. 6	*100 0 0	307	211 15 10
			22	9 3 4
	" - "	1,005 16 10	—	*f*25 0 0
62	Clynnog - N.	163 0 0		
622	Colwyn - B. 5	- - -	76	43 0 2
622	Colwyn - N. 3	100 0 0	61	29 17 8
			13	3 0 10
622	Conway - N. 3	*108 0 0	310	167 19 10
	" - "	75 8 1		
619	Criccieth - Ch. 7	- - -	138	54 0 0
620	Deiniolen - B. 6	741 0 0	234	112 3 2
			18	6 3 10
620	Dinorwic - B. 6	- - -	93	69 9 8
620	Dinorwig (Llanddeiniolen) - N. 6	633 0 0	121	64 3 8
			19	5 10 10
			209	61 3 10
620	Dolbadarn - B. 6	- - -	47	14 19 10
622	Dwygyfylchi N. 3	190 0 0	79	35 7 8
619	Edeyrn - N. 7	90 0 0	75	37 2 2
622	Eglwys Rhos N. 3	- - -	146	38 4 9
621	Glan Ogwen N. 6	282 10 0	243	114 4 10
			38	14 15 0
622	Llanbedr and Caerhun - N.	*47 0 0		
621	Llandegai - N. 7	- - -	200	90 8 4
622	Llandudno - N. 3	295 0 0	219	99 6 8
620	Llandwrog - N. 7	199 15 0	88	54 19 4
619	Llanengan - N.	157 0 0		
619	Llanengan - B. 6	235 12 0	68	21 16 3
620	Llanfair-is-Gaer - N. 6	187 0 0	128	56 0 2
621	Llanfair Vechan - N. 3	180 0 0	139	63 12 4
622	Llangelynin Gyffin - N.	80 0 0		
619	Llangwnadle N.	149 10 0		
597	Llangwyryfon N. 7	- - -	34	16 1 0
619	Llaniestyn - N.	82 0 0		
621	Llanllechid - N. 6	147 13 4	128	54 18 6
621	Llanllechid - B. 4	- - -	118	53 18 0
			59	20 4 2

a Due, but not paid. *b* Removed from inspection. *c* School closed. *d* For two years.
e School extinct. *f* Retiring pension.

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	CAERNARVON—*cont.*	£ s. d.		£ s. d.
620	Llanllyfni - B. 5	288 17 6	113	52 7 0
619	Llannor (Pwllheli) - N. 7	44 0 0	69	31 11 8
620	Llanrug - N. 7	- - -	128	70 1 0
620	Llanrug - B. 5	322 2 6	88	47 19 4
			21	9 5 10
619	Llanystymdwy N. 7	151 10 0	101	49 2 10
			74	25 6 10
620	Nant Peris - B. 6	229 10 0	45	10 17 6
619	Nevyn - - N. 7	*62 0 0	61	28 7 0
	" "	25 0 0		
619	Nevyn - B. 6	670 4 0	89	39 19 4
620	Pantglas - N.	355 0 0		
622	Pendyffrin - B. 5	- - -	63	33 15 10
614	Penmachno N. 3	282 0 0	92	28 6 0
622	Penmaenmawr, Infant - N. 3	- - -	50	22 0 6
618	Penmorfa - N. 11	- - -	74	31 19 0
621	Pentir - - Ch.			
618	Portmadoc - N. 7	717 0 0	315	161 3 9
618	Portmadoc - B. 5	*60 0 0	93	45 9 4
	" "	313 2 6		
619	Pwllheli - N. 7	276 0 0	133	66 13 4
619	Pwllheli, Trod-yr-Allt Free 6	707 0 0	196	123 8 0
622	Roe Wen - B. 5	200 0 0	78	45 12 1
620	Talysarn - B. 5	- - -	200	57 12 8
			20	6 0 0
614	Trefriw - N. 6	- - -	74	32 4 4
618	Tremadoc and Penmorfa - B. 5	- - -	58	7 7 4
620	Twthill - N. 7	206 0 0	107	45 3 8
619	Tydweilog - N. 7	- - -	36	16 19 2
621	Tyntwr - N. 6	- - -	197	89 8 10
			16	5 15 0
621	Vaynol - N. 6	373 10 0	94	44 9 2
620	Waenfawr - N. 6	*93 0 0		
620	Waenfawr - B. 5	- - -	93	59 6 2
	CARDIGANSHIRE.			
596	Aberaron - N. 7	266 0 0	121	57 1 10
594	Aberbank - N. 6	157 0 0	58	32 7 2
593	Aberporth - N. 6	87 0 0	45	14 15 1
597	Aberystwith B. 3	- - -	75	30 11 0
597	Aberystwith N. 7	- - -	234	111 14 0
597	Bangor Chapel N.	139 15 0		
593	Blaennerch - B. 7	- - -	64	43 0 0
597	Borth - - N. 7	100 0 0	64	10 11 0
597	Borth - - B. 3	- - -	108	45 18 2
597	Bryn Herbert B. 3	- - -	33	5 10 11
596	Brynmawr - B. 7	- - -	77	12 17 3
593	Cardigan - B. 7	- - -	141	77 15 4
593	Cardigan, St. Mary's- N. 6	334 10 0	157	66 15 6
595	Cellan - - N. 11	- - -	54	26 15 4
597	Devil's Bridge B.			
597	Elerch - - Ch.			
594	Glynarthen - B. 7	- - -	59	30 18 0
597	Goginan - B. 3	- - -	129	42 9 2
			66	20 3 4
596	Henfynyw - N.	*13 0 0		
594	Horeb - - B. 7	- - -	65	41 1 0
595	Lampeter (Pont-Stephen) N. 6	203 4 0	101	41 11 6
596	Llanarth and Llanina - N. 7	306 0 0	84	32 8 2

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	CARDIGAN—*cont.*	£ s. d.		£ s. d.
597	Llanbadarn Fawr - N. 7	- - -	134	37 0 6
597	Llancynfelin Ch. 7	174 4 0	89	48 9 4
596	Llanddewi Aberarth - N.	*40 0 0		
598	Llanddewi Brefi - N. 11	- - -	49	18 10 8
			41	14 0 10
598	Llanddewi Brefi - B. 7	- - -	45	21 18 0
593	Llandygwydd N. 6	- - -	54	26 11 4
594	Llandyssil - N. 6	137 10 0	52	36 14 0
594	Llandyssil - B. 7	78 0 0	81	41 12 10
598	Llangeitho - B. 7	- - -	64	30 13 4
598	Llangeitho - N. *a*	82 0 0		
593	Llangoedmore Ch. 6	144 0 0	47	19 16 2
597	Llangranog - N.	67 10 0		
597	Llangwyryfon B. 3	- - -	26	17 17 9
596	Llanllwchairn N.	*40 0 0		
596	Llannon - B. 3	- - -	59	22 9 10
596	Llannon - Ch. 7	- - -	78	27 15 4
597	‡Llanrhystydd B.			
595	Llanwenog - N.			
597	Llanychairn, Chancery - Ch. *a*			
593	Llechryd - B. 7	- - -	93	60 18 4
596	Llwyndafydd B. 7	153 0 0	36	1 17 10
597	Llwyn-y-Croes B. 3	- - -	73	42 19 4
594	Newgate - B. 7	- - -	59	34 5 10
596	New Quay - B. 7	- - -	166	79 11 0
594	Penbryn - Ch. *a*	106 0 0		
597	Penllwyn - B. 3	- - -	128	60 13 4
594	Penmorfa - B. 7	- - -	80	47 0 2
597	Penrhyncoch Ch. 7	- - -	90	38 12 4
597	Pen-y-parke N. 7	236 19 7	225	69 1 8
597	Ponterwyd - B. 3	- - -	37	22 3 6
594	Pontgarreg - B. 7	- - -	84	34 1 0
			9	1 15 10
598	Pontrhyd-fendigaid - B. 3	- - -	90	29 0 0
619	Pwllheli, Trogyrallt Free 6	- - -	196	123 8 0
598	Strata Florida Ch. 7	- - -	40	8 8 0
			32	12 8 4
597	Talybont - B. 3	207 7 0	162	86 0 8
598	Tregaron - B. 3	- - -	89	38 8 6
597	Trisant - B. 3	- - -	65	36 1 4
593	Verwick - B. 7	- - -	36	18 7 4
	DENBIGH.			
613	Abergele - N. 2	*70 0 0	253	131 15 1
			87	13 17 6
611	Acton Park - N. 3	- - -	40	14 14 1
611	Adwy and Coedpoeth B. 3	389 12 6	335	160 0 5
			19	6 5 0
611	Berse Drelincourt - N.			
611	Bersham - N.	76 10 0		
613	Bettws-in-Rhos - Ch.	257 0 0		
614	Blaenau Llangerniew - B. 3	243 13 6	101	67 4 6
			22	8 5 0
611	Brymbo and Broughton B. 3	1,072 0 0	295	149 1 8
611	Brymbo Charity - - 3	447 0 0	234	104 0 0
611	Burton (Gresford) N. 3	65 0 0	39	21 9 10

a School closed.

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	DENBIGH—*cont.*	£ s. d.		£ s. d.
614	Capel Garmon - - N.			
613	Cefn Meriadog N. 4	- - -	46	22 1 4
615	Cerrig-y-Druidion - - N. 11	144 6 11		
361	Chirk - - N. 3	111 0 0	66	30 13 2
361	Chirk - - B. 0	- - -	62	39 11 10
613	Denbigh - N. 4	402 18 4	233	110 14 6
613	Denbigh - B. 3	436 0 0	172	92 7 10
612	Derwen - N. 11	85 10 0	78	26 14 11
614	Eglwysfach - N. 2	*75 0 0	84	43 16 6
612	Gellifor - B. 3	- - -	82	47 3 4
613	George St. (St. Asaph) - N. 2	- - -	67	33 16 6
611	Gresford - N. 3	*100 0 0	107	64 5 2
611	Gwersyllt - N. 3	728 2 1	194	101 3 6
612	Gyfylliog - N.	180 0 0		
613	Henllan - N. 4	- - -	76	37 10 10
611	Lavister, Infant - - Ch. 3	- - -	41	17 16 4
615	Llanarmon Dyffrin Ceiriog - N.	20 0 0		
615	Llanarmon-in-Yale - N. 4	- - -	84	39 10 5
613	Llanddulas - N. 3	- - -	88	35 16 10
623	Llandrillo-yn-Rhos - - N. 3	- - -	58	27 19 8
612	Llandyrnog N. 4	*50 0 0	50	27 9 2
	" " "	132 0 0		
622	Llanelian - N.			
612	Llanelidan - N. 4	78 10 0	65	33 5 10
612	Llanfair-dyffryn Clwydd - N. 3	- - -	116 64	67 8 10 27 18 4
613	Llanfair Talhaiarn - N. 4	*50 0 0	72	29 11 0
	" " "	35 0 0		
612	Llanferres - N. 4	95 0 0	79	30 15 3
609	Llangedwin - N. 11	- - -	72	41 8 10
614	Llangerniew Ch. 4	- - -	90	49 1 2
615	Llangollen - N. 3	121 0 0	89 24	52 5 8 9 18 4
615	Llangollen, Infant.			
615	Llangollen - B. 10	305 9 0	219	106 18 6
613	Llanefydd - N. 2	- - -	29	7 3 0
613	Llannefydd - B.			
612	Llanrhaiadr-yn-Nghinmeirch - N. 4	- - -	74	0 8 2
609	Llanrhaidr-yn-Mochnant N. 11	352 0 0	75	51 5 0
612	Llanrhydd, Infant - *a*			
614	Llanrwst - B. 3	227 14 0	79	33 14 6
614	Llanrwst - N. 4	313 0 0	148	84 3 2
615	Llansaintfraid Glyn Ceiriog N. 10	*64 0 0	43	6 18 1
	" " "	83 0 0		
622	Llansaintfraid Glan Conway (or Brynrhys) - N. 3	*50 0 0	87	49 18 6
	" " "	468 0 0		
613	Llansannan - N. 4	260 0 0	44	25 14 4
615	Llantysilio - P. 3	258 0 0	79	36 16 4
612	Llanichan - Ch. 4	195 2 6	73 22	28 11 0 9 0 0
611	Minera - N. 3	373 0 0	146	59 10 0
612	Nantglyn - N. 4	227 0 0	36	22 12 10
361	Pentre - - N. 3	- - -	57	29 5 0
612	Prion - - B. 3	- - -	34	22 18 6

a School closed.

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	DENBIGH—*cont.*	£ s. d.		£ s. d.
611	Rhos-Llanerchrugog - N. 3	345 0 0	231	116 12 0
611	Rhos-Llanerchrugog - B. 11	380 0 0	202	71 17 8
611	Rhos-y-medre N. 3	- - -	150	80 17 0
611	Rossett - N. 3	- - -	81	55 18 0
611	Ruabon - N. 3	539 12 9	222 18	117 7 8 6 10 0
611	Ruabon Pen-y-cae - - N. 3	211 5 0	114 15	67 1 2 6 4 2
612	Ruthin - N. 4	418 3 0	234 37	81 6 0 8 19 2
612	Ruthin - B. 3	692 2 9	202	78 12 5
613	Trefnant, Trinity - N. 4	233 0 0	54	30 4 0
615	Trevil - N. 3	223 15 0	183 15	61 1 8 4 12 6
613	Trofarth - N.			
615	Vron - - B. 10	226 17 6	84	30 9 4
611	Wrexham Boys N. 3	*125 0 0	113	53 6 10
	" " "	174 12 6	23	8 19 2
611	Wrexham, Girls N. 3	- - -	91 25	44 18 6 9 2 6
611	Wrexham, Brook St. - B. 3	- - -	315	190 14 4
611	Wrexham, Chester St. B.	150 0 0		
611	Wrexham - R. 4	- - -	102	55 14 10
614	Yspytty - N. 4	216 0 0	81	42 17 2
	FLINTSHIRE.			
613	Asaph, St., Boys - - N. 1	415 0 0	71	30 17 2
613	Asaph, St., Girls - N. 1	- - -	63	27 18 6
613	Asaph, St., Infant - N. 1	- - -		
613	Asaph, St. - R.			
610	Bagillt - N. 2	180 0 0	143	79 3 6
611	Bangor Monachorum - N. 3	- - -	63	33 5 10
610	Bistre (in Mold) - N. 2	136 10 0	86	39 3 8
613	Bod Elwyddan - - N. 2	- - -	57	38 7 2
613	Bodvari - N. 3	360 0 0	64	29 9 0
459	Broughton, St. Mary's - N. 12	- - -	69	33 17 8
610	Brynford - N. 2	198 8 6	62	34 1 10
459	Buckley, Lane End - N.			
459	Buckley, St. Matthew's N. 12	633 4 0		*b*
610	Carmel - B. 3	- - -	83	40 10 4
610	Cilcen - - N. 2	65 0 0	75	37 9 2
613	Cwm - - P.			
613	Dyserth - N. 2	- - -	99	60 7 4
610	Flint - - N. 2	1,106 4 0	246	134 3 7
610	Flint - - R. 4	- - -	67	37 12 0
610	Gorsedd - N.	82 17 6		
610	Gwernafield N. 2	*100 0 0	92	50 0 4
	" " "	474 10 0	10	4 10 0
610	Halkyn - Ch. 2	- - -	154	80 7 10
459	Hawarden - Ch. 12	- - -	186	107 8 0
459	Hawarden, St. John's - N. 12	*125 0 0	82	44 18 0
610	Holywell - B. 2	396 5 0	275	108 2 1
610	Holywell - N. 2	83 0 0	146	66 18 7
610	Holywell - U.			

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	FLINTSHIRE—*cont.*	£ s. d.		£ s. d.
610	Holywell, St. Winifred's - R. 4	- - -	66	36 19 4
610	Lime Bank - R. 4	- - -	67	31 9 10
610	Llxwm - R. 3	241 6 8	52	7 18 2
610	Llanasa - P. 2	390 0 0	86	44 3 10
459	Mancot - B. 6	- - -	66	30 14 10
613	Meliden - N. 1	255 0 0	58	26 11 8
610	Mold - B. 3	285 0 0	134	67 4 0
610	Mold - N. 2	480 5 0	289	150 1 0
610	Mostyn - N.	250 0 0		
610	Newmarket - P. 2	- - -	76	*a*
610	Northop - N. 2	- - -	94	32 11 4
362	Overton - N. 3	- - -	150	86 0 2
610	Pantasaph - R.			
610	Pont Bleiddyn or Leeswood District - Ch. 2	405 0 0	165 42	58 5 4 13 13 4
610	Pont-Bleiddyn - N. *b*	*75 0 0		
613	Prestatyn - N. 2	- - -	78 8	38 12 4 1 0 0
	Redbrook Village.			
610	Rhosesmor - N. 2	305 0 0	53	28 10 4
613	Rhuddlan, Boys - N. 1	18 0 0	76 45	34 11 4 16 7 6
613	Rhuddlan, Girls - P. 1	- - -	71 13	36 2 2 5 2 6
613	Rhyl - B. 3	262 13 9	80	46 12 6
613	Rhyl - N. 2	552 0 0	187 29	102 11 0 10 7 6
613	Rhyl - R.			
610	Talacre - R. 4	670 0 0	125	57 11 8
611	Threapwood N. 3	- - -	77	39 11 8
613	Tremeirchion N. 2	- - -	37	15 12 0
611	Trenddyn - N. 3	94 15 0	126	64 5 4
610	Wepre, St. Mark's (Northop) - N. 2	*100 0 0 144 2 6	188	103 11 6
610	Whitford - N. 2	- - -	54	26 15 2
611	Worthenbury N. 3	75 7 6	41	30 15 0
610	Ysceifiog - N. 2	120 15 0	63	33 18 0
	GLAMORGAN.			
582	Aberaman - B. 4	- - -	435 73	184 1 5 30 13 5
584	Aberavon - N. 3	172 10 0	260	115 19 2
584	Aberavon - R. 6	- - -	75 32	41 17 10 10 3 4
582	Abercanaid, Infant - N. 1	148 17 6	105 18	63 0 8 3 12 0
582	Aberdare - B. 4	865 0 0	680 42	412 5 2 14 15 0
582	Aberdare (Branch Infant) - - B. 4	- - -	183	83 14 2
582	Aberdare, Town - N. 2	440 15 0	328 32	153 11 6 11 0 0
582	Aberdare - W. *c*			
582	Abernant - B. 4	- - -	168	85 3 10
584	Bagland, Infants - N.			
583	Bettws - N.	71 0 0		
584	Birch Grove B. 8	- - -	95	57 10 4
585B	Bishopston and Pennard N.	216 0 0		
585B	Black Pill - N.			
582	Bodryngallt B. 4	- - -	209 44	105 6 9 18 10 1
583	Bride, St., Major - N. 2	*30 0 0 157 12 6	90	41 6 6
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
583	Bridgend - N. 2	582 0 0	138	67 8 0
583	Bridgend, St. Mary House R. 6	115 0 0	86	49 13 10
583	Bridgend - W. 7	- - -	88	56 16 0
584	Briton Ferry N. 3	434 0 0	229 46	95 7 6 13 13 9
583	Bryncethin - N.	233 0 0		
584	Bryncoch - N. 3	258 0 0	80	39 3 6
585A	Brynhyfryd - B. 6	- - -	196 43	91 16 11 10 19 2
584	Cadoxton-juxta-Neath - N. 1	410 0 0	118	65 12 1
581	Cadoxton, Merthyr Dovan N.	56 0 0		
581	Caerphilly - N. 11	216 5 0	107	50 10 0
581	Caerphilly - B. 5	- - -	99 35	43 15 8 13 4 2
581	Canton (Cardiff) - - B. 7	- - -	69	37 18 8
581	Canton (Cardiff), St. Mary's - R. 6	- - -	101	52 10 2
581	Canton (Llandaff) - - N. 2	270 0 0	245 16	97 2 10 5 11 8
581	Cardiff, Bute Docks - B. 7	- - -	136	61 3 0
581	Cardiff, Bute Town - N. 11	- - -	334	177 11 6
581	Cardiff, Ragged and Industrial.			
581	Cardiff - R. 6	720 0 0	845	476 14 0
581	Cardiff, St. John the Baptist, Poor 3	502 5 3	377	175 6 8
581	Cardiff, St. John's, Inft. N. 3	- - -	125	56 0 4
581	Cardiff, St. Mary's - N. 3	716 0 0	451	216 18 2
581	Cardiff - W.	- - -	192	93 16 8
581	Cathays - N. 10	210 1 3	138	64 12 10
582	Clydach - Ch.	243 2 6		
585A	Clydach - B. 7	- - -	137 34	78 11 4 13 13 4
583	Cowbridge and Llanblethian - N. 4	*45 0 0 12 15 0	62	25 13 4
583	Coychurch - N.	*20 0 0 27 10 0		
585A	Craigoefn-y-park - B. 7	- - -	59 20	30 14 9 9 6 8
584	Crynant - N. 10	228 0 0	31	22 0 9
584	Cwm - B.			
582	Cwmamman B. 4	309 15 0	316 44	182 10 2 15 5 0
584	Cwm Avon Oakwood Works N. 11	- - -	203	93 9 0
584	Cwm Avon Works - N. 1	- - -	505	224 11 6
582	Cwmbach - N. 3	200 0 0	146 30	65 1 10 9 3 4
582	Cwmbach (Aberdare) B. 4	- - -	331 78	143 12 6 27 7 4
582	Cwmdare - B. 4	- - -	138	82 6 2
584	Cwmllynfell B. 7	- - -	133	56 13 0
582	Cyfarthfa - N. 2	46 0 0	212 35	98 10 2 10 10 10
582	Cyfarthfa, Girls.			
582	‡Cyfarthfa, George Town. N.			
581	Cymmer - N. 3	440 10 0	158 25	74 4 6 11 9 2

a Refused under Article 52 *d*. *b* School pulled down. *c* School closed.

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
582	Deri - - B. 5	- - -	56	19 17 5
			8	2 1 8
581	Dinas Colliery - - B. 4	158 2 6	117	65 19 10
582	Dowlais - 5	- - -	1,293	763 11 0
			132	68 18 4
582	Dowlais, St. Mary's - R. 6	324 11 2	281	150 1 11
582	Duffryn - 10	1,482 0 0	867	465 18 9
			48	14 0 7
582	Dunraven Colliery - B. 4	- - -	* 75	11 19 2
581	Eglwysilan (Walnut Tree Bridge) - Ch. 10	161 5 0	63	35 18 0
			23	6 19 2
582	Fagan's, St. (Aberdare) N. 3	713 0 0	349	183 9 6
581	Fagan's, St., Castle (Lady Clive's) - N. 4	- - -	88	43 16 10
582	Ferndale Colliery - - B. 4	- - -	173	76 13 4
			51	15 19 2
582	Gellifaelog - B. 5	- - -	593	332 19 8
582	Gelligaer-cwmys - gwyddgwyn - - N. 5	83 15 0	42	16 5 6
			16	4 1 8
582	Gellygaer, Endowed.			
582	Gellygaer Fochriw - N. 4	87 10 0	54	26 4 2
582	Gelligaer, Newtown, Infant - N. 4	- - -	64	28 12 3
582	Gelligaer Pantywaun - N. 5	- - -	39	19 8 0
582	Gellygaer Pontlottyn, Infant and N. 4	169 15 0	229	102 17 4
			89	20 17 9
584	Giant'sGrave B.	96 0 0		
585A	Glais - - N. 1	- - -	90	40 10 4
	Glamorganshire Reformatory.			
584	Glyncorrug - N. 11	- - -	75	41 3 3
			19	6 15 10
584	Glynneath - B. 8	- - -	116	43 16 9
			44	12 15 0
581	Glyntaff - N. 3	290 5 0	117	48 12 0
			29	8 10 10
581	GrangeTown N. 4	233 2 6	141	54 13 6
			22	5 15 0
581	Groes Wen - B. 5	- - -	62	29 15 2
584	Gwaen-cae-Gwrwen - B. 8	- - -	89	40 5 6
585A	HafodCopper Works - B. 6	- - -	713	343 5 3
			39	11 8 10
582	Hirwain - B. 4	- - -	212	93 0 0
585A	Killay(Sketty) Ch. 1	- - -	56	14 2 2
584	KilveyCopper Works - B. 6	- - -	392	234 0 2
			35	14 9 2
581	Llandaff - N. 3	327 10 0	211	103 16 4
581	Llandaff Maendu - Ch. 3	314 0 0	78	32 0 10
585A	Llandilo Talybont - - N. 1	207 7 6	88	39 10 8
582	Llanfabon - N. 3	288 0 0	99	45 2 0
585A	Llangyfelach N.	48 0 0		
585A	Llangyfelach B. 7	- - -	48	27 13 8
583	Llangynwyd N. 11	- - -	25	9 7 6
			6	0 15 0
581	Llanishen and Lisvane - N. 11	- - -	40	18 18 10

a Due, but not paid.

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
584	Llansamlet - B. 8	- - -	153	90 9 2
581	Llantrisant - N. 2	373 0 0	278	122 17 10
581	Llantwit, Major - N.			
582	Llantwit, Vardre - B. 4	- - -	173	77 17 5
			82	43 8 10
582	Llanwonno - N. 3	340 14 0	24	8 11 8
582	Llwydcoed - B. 4	- - -	140	91 15 6
586	Loughor - P. 11	252 8 0	176	95 18 10
			17	5 2 1
583	Maesteg, Garth Branch - B. 7	- - -	62	29 3 8
583	Maesteg Iron Works - B. 7	- - -	272	99 9 10
			148	40 1 9
583	Maesteg Llynvi Iron Works B. 7	- - -	431	224 11 6
			46	15 5 0
583	Maesteg Spelter Works - B. 7	- - -	81	33 17 8
584	Margam Copper Works - 8	- - -	197	104 17 10
			47	22 2 6
582	Merthyr Tydvil - - B. 5	1,070 3 9	735	427 16 4
			166	60 11 8
582	MerthyrTydvil R. 6	- - -	239	99 1 5
582	Merthyr Tydvil, St. David's N. 2	731 17 8	545	287 13 8
			145	66 9 2
585A	Morriston - 7	*150 0 0	515	282 13 8
	" "	921 15 0	23	6 9 2
585B	" Mumbles - B. 7	*80 0 0	79	41 10 6
581	Nantgarw - N.	75 0 0		
584	Neath Abbey B. 8	140 0 0	188	100 10 4
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	235	247 0 0
			88	90 3 9
584	Neath, Higher N. 1	418 16 0	100	43 17 2
584	Neath, School Society's - B. 8	635 0 0	269	122 9 6
584	Neath, St. Joseph's - R. 6	- - -	74	5 13 5
585B	Newton - Ch. 11	- - -	40	21 12 0
583	Newton Nottage - - N.	96 0 0		
581	Nicholas, St. N.			
585B	Oystermouth N. 11	- - -		*a*
581	Penarth - N. 4	237 16 0	126	37 6 6
585B	Penclawdd - N.	58 0 0		
585B	Penclawdd - B. 7	- - -	75	8 18 0
581	Pendoylan - N. 11	- - -	39	3 18 2
582	Pengarnddu, Infant - 5	- - -	37	10 4 11
581	Penmark - N. 3	70 0 0	42	20 2 8
583	Penprisk - N. 4	- - -	57	21 2 1
582	Pentre - - N. 3	- - -	142	64 2 0
			45	14 15 4
582	Pentrebach - N. 1	- - -	298	110 11 6
			162	59 5 0
584	Pentrechwyth, Infant - 6	- - -	96	51 1 8
581	Pentyrch - N.	*32 0 0		
582	Pen-y-darran Ch. 11	- - -		*a*
582	Pen-y-darren B. 5	- - -	202	114 9 2
			65	23 19 2
582	Penygraig, Colliery - - B. 4	- - -	86	18 10 10
584	Pontardawe N. 3	432 0 0	202	88 19 2
			52	13 15 0
582	Pontlottyn - B. 5	- - -	64	31 1 4
582	Pontypridd - Ch. *b*			
582	Pontypridd - W. 4	- - -	164	104 18 10
			60	10 10 0
582	Porth - - B. 4	- - -	176	115 2 8
			31	13 7 6
584	Port Talbot - N. 5	- - -	37	18 19 10

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
585A	Port Tennant B. 6	- - -	76	14 0 7
583	Pyle, Bryndu Colliery - 2	- - -	249	123 13 0
584	‡Resolven, Village.		21	7 5 10
581	Ruddry - N.	40 0 0		
585A	Sketty - - B.			
585A	Sketty, Infts. B. *a*			
585A	Sketty, St. Paul's - N. 1	- - -	36	19 11 10
584	Skewen, Neath Abbey - N. 1	423 0 0	238	69 13 7
585A	Swansea, Parl. Ch. 1	1,251 0 0	343	155 10 3
585A	Swansea, Bethany Branch B. 6	- - -	116	50 13 8
585A	Swansea, Carmarthen Road B. 6	- - -	205	93 3 11
			55	22 19 2
585A	Swansea (Goat St.), Boys - B. 6	203 8 0	203	117 11 4
			40	13 11 8
585A	Swansea (Queen Street), Girls B. 6	170 13 4	217	113 4 10
585A	Swansea, Mount Pleasant - B. 6	- - -	219	73 9 10
			46	16 13 4
585A	Swansea, St. David's - R. 6	200 0 0	64	27 7 7
			9	2 17 6
585A	Swansea, St. David's, Greenhill - - R. 6	- - -	83	16 5 3
585A	Swansea, St. Helen's - B. 6	- - -	167	82 19 2
585A	Swansea, St. Helen's, Inf. 11	- - -	162	76 8 0
585A	Swansea, St. Peter's - N. 1	363 12 0	140	61 8 2
585A	Swansea, St. Thomas', Infants - - B. 6	- - -	152	82 13 0
585A	Swansea (South) - N. 2	714 8 0	669	341 0 8
585A	Swansea, Upper N.			
581	Taffs Well - B. 7	- - -	103	63 4 6
			26	8 15 0
582	Tir-y-Colly (Dowlais) - 5	- - -	27	7 16 6
582	Ton - - B. 4	- - -	144	73 0 2
			39	15 15 10
583	Tondû Iron Works - B. 7	- - -	259	125 16 4
			62	21 6 8
581	Tonyrefail - B. 4	- - -	74	32 19 5
585A	Trebocth - B. 6	- - -	138	59 4 10
582	Treherbert - B. 4	- - -	166	97 4 0
			35	17 17 6
582	Treorky United Collieries - 4	- - -	203	124 4 2
			74	21 10 0
582	Troedyrhiw N. 11	- - -	249	95 18 8
			63	20 11 3
582	Troedyrhiw - B. 5	- - -	147	79 12 9
			18	7 8 9
582	Troedyrhiw-fwch (Pontlottyn) B. 5	- - -	76	46 10 0
582	Tydvils Wells, Boys - - B. *b*			
584	Tynnon (Cwm Avon) Infts. - 4	- - -	248	100 9 4
585A	Waunarlwydd B. 7	- - -	117	67 14 0
581	Whitchurch Ch. 3	493 16 3	136	63 18 4
583	Wick - - N.	20 0 0		
582	Ynysbywl - B. 5	126 0 0	33	21 1 4
582	Ynyslwyd - B. 4	- - -	238	136 4 2
			55	20 2 6
584	Ystalyfera - N. 3	- - -	428	191 9 2
			212	58 13 4
584	Ystalyfera - B. 7	- - -	90	54 12 10
582	Ystradyfodwg B.			
582	Ystradyfodwy (Treherbert) N. 3	494 8 0	128	48 7 3
	MERIONETHSHIRE.			
606	Aberdovey - 7	45 0 0	75	22 0 8
617	Aberllefenny B. 5	- - -	89	38 19 0
617	Arthog - N.	50 0 0		
616	Bala - - N. 12	- - -	76	22 2 1
616	Bala - - B. 5	511 4 0	117	62 11 10
617	Barmouth - N. 12	*100 0 0	85	39 10 4
	" "	10 0 0		
617	Barmouth - B. 4	- - -	79	9 0 7
618	Blaenau Festiniog - N. 10	- - -	120	51 11 10
			39	12 0 10
606	Brynerug - B.	108 0 0		
617	Celynin - N. 11	- - -	42	8 4 1
617	Corris - - N. 10	- - -	65	31 4 0
615	Corwen - N. 10	218 6 3	94	54 7 8
			18	6 15 0
615	Corwen - B. 10	404 0 0	105	38 2 0
615	Cynwyd - N. 11	- - -	46	18 7 4
617	Dolgelly - B. 5	285 10 0	151	58 12 4
617	Dolgelly - N. 12	277 0 0*c*	146	74 6 11
			140	59 7 6
617	Dolmelynllyn 10	- - -	34	10 15 1
617	Dyffryn - B. 5	199 6 0	85	41 3 10
618	Festiniog - B. 5	- - -	103	37 4 11
618	Festiniog - N. 10	38 17 3	60	27 16 8
618	Festiniog, Slate Quarries - B. 5	162 0 0	145	65 2 4
616	Glanrafon - B.	80 0 0		
615	Glyndifydwy B.	245 0 0		
618	Harlech, Charity - - Ch.			
616	Llandderfel - B. 5	- - -	60	17 17 4
616	Llandderfel - N. 11	- - -	20	3 5 5
615	Llandrillo - B.	157 13 4		
617	Llanelltyd - Ch. 11	- - -	38	22 19 0
617	Llanenddwyn N.	*45 0 0		
617	Llanfachreth N. 11	- - -	43	11 4 1
618	Llanfair - N.			
618	Llanfrothen N. 10	243 0 0	58	27 11 4
616	Llanfaur - N. *b*	*50 0 0		
615	Llansaintfraid N. 10	278 0 0	47	20 13 4
616	Llanuwchllyn N. 10	- - -	88	71 18 11
			36	11 11 8
616	Llanuwchllyn B. 4	142 10 0	44	24 17 5
616	Llawr-y-Bettws N. 10	- - -	23	7 13 0
618	Maentwrog - N. 10	- - -	82	33 14 7
617	Mallwyd - N. 10	130 0 0	175	84 10 2
			23	8 4 2
618	Mannod (Blaenau Festiniog) - B. 5	- - -	123	54 3 6
			19	5 9 2
618	Penrhyn-deu-Draeth - Ch. 10	- - -	68	20 6 0
618	Penrhyn-deu-Draeth - B. 5	309 0 0	121	60 12 5
618	Talsarnau - B. 5	282 0 0	90	49 0 10
618	Tanygrisiau B. 5	260 6 10	112	53 10 4
606	Towyn - - N.			

a Amalgamated with N.S. *b* School closed. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	MERIONETH—*cont.*	£ s. d.		£ s. d.
606	Towyn - B. 5	335 14 0	69	30 1 8
606	Towyn and Pennal - B. 5	90 0 0	54	26 5 8
618	Trawsfynydd N. 10	70 0 0	62	27 12 2
618	Trawsfynydd B. 5	170 0 0	86	51 14 0
	MONTGOMERYSHIRE.			
606	Aberhosan - B. 10	- - -	40	34 8 4
609	Arddlyn - P. 11	- - -	27	20 5 0
608	Berriew, Endowed - N. 12			
608	Buttington - N.	*33 0 0		
609	Bwlch-y-Ciban - N. 10	122 8 0	36	20 16 0
607	Caersws - B. 10	222 7 6	122	*a*
607	Carno - B. 10	126 10 7	85	50 18 4
608	Castle Caereinion - N. 10	- - -	67	27 5 0
606	Cemmaes - P. 9	- - -	69	31 0 2
606	Cemmes - B. 10	17 18 0	37	23 9 6
608	Churchstoke N. 10	236 15 8	104	74 4 1
606	Darowen - N. 10	60 0 0	65	14 14 1
607	Dolfor - N. 9	141 8 9	21	5 11 1
606	Dylife - N. 10	128 0 0	49	9 11 8
608	Forden - N. 10	105 0 0	98	67 18 3
609	Garthbeibio N. 11	- - -	69	42 18 10
609	Guilsfield, Pool Quay - N. 11	212 0 0	80	44 5 6
606	Llanbrynmair - B. 10	- - -	88	41 13 8
606	Llanbrynmair - N. 9	150 0 0	70	5 19 4
607	Llandinam - Ch. 10	- - -	67	38 19 0
609	Llandrinio - P. 11	65 0 0	66	48 7 0
609	Llandisilio - N.	*30 0 0		
608	Llandyssil - N. 10	- - -	53	38 17 6
609	Llanfair Caereinion - B. 10	183 0 0	125	62 16 0
609	Llanfair Caereinion - N. 11	118 12 0	104	61 18 9
609	Llanfechain N. 11	- - -	42	24 3 2
609	Llanfyllin - N. 11	70 0 0	146	59 10 0
609	Llanfyllin - B. 10	248 2 8	54	23 16 6
609	Llangadfan - N.	22 7 6		
607	Llanidloes - N. 10	287 5 0	114	45 5 4
607	Llanidloes - B. 10	- - -	132	16 8 11
607	Llanllwchaiarn N. 9	- - -	136	62 17 0
609	Llanrhaiadr (yn Mochnan) B. 10	192 10 0	118	47 0 0
609	Llansaintfraid, New - B. 10	- - -	60	27 7 2
606	Llanwrin - N.			
607	Llanwnog - N. 9	72 0 0	75	49 9 10
607	Llanwyddelan N. *b*	87 4 0		
606	Machynlleth N. 7	91 9 0	155	53 9 4
609	Meifod - N. 11	- - -	105	68 14 0
608	Montgomery N. 10	- - -	117	76 15 8
			15	5 2 6
607	Moughtrey Ch. 10	- - -	32	14 19 6
607	Newtown - N. 9	384 8 0	115	41 17 9
607	Newtown - B. 10	270 0 0	125	63 13 10
608	Pant-y-ffydd Ch. *b*			
609	Penybontfawr N.	274 0 0		
607	Sarn - Ch. 9	183 2 6	30	7 12 5
607	Trefeglwys - B. 10	- - -	109	57 17 6
607	Trefeglwys - N. 9	- - -	41	18 9 6
608	Trelystan - *b*			
608	Trewerne - Ch. 11	- - -	49	22 13 3
608	Welshpool - B. 10	- - -	85	35 4 6
	MONTGOMERY—*cont.*	£ s. d.		£ s. d.
608	Welshpool, Boys and Girls - N. 10	100 0 0	195	114 11 0
608	Welshpool, Infants - N. 10	115 0 0		
608	Welshpool, the Belan - N.	60 0 0		
	PEMBROKESHIRE.			
590	Amroth - N.	210 3 4		
590	Blaenconin - B. 6	- - -	59	15 13 11
592	Brawdy - N. 5	81 0 0	33	16 2 0
590	Bryn Seion - B.			
591	Burton - N. *c*			
593	Cilgerran - N. 6	135 15 0	74	27 4 0
591	Cosheston and Nash - N. 5	285 3 0	78	60 9 6
593	Dinas - Undl. 7	176 5 0	70	37 1 8
593	Dogmells, St. B. 7	466 7 6	144	74 3 2
593	Dogmells, St. P. 6	- - -	31	9 6 2
592	Fishguard - N. 5	219 0 0	124	57 19 10
591	Florence, St. N.	160 0 0		
592	Freystrop - N. 5	- - -	43	21 18 6
592	Haverfordwest N. 12	829 14 0	172	84 6 6
592	Haverfordwest, Boys - B. 1	*125 0 0	126	103 11 0
592	Haverfordwest, Girls - B. 1	- - -	98	61 4 4
592	Haverfordwest, Prendergast B. 1	- - -	64	25 19 6
592	Hubberstone N. 5	234 0 0	69	17 10 8
			6	0 15 0
590	Issett St., Saundersfoot B.	184 10 0		
590	Jeffreston - N.	42 0 0		
592	Johnstone - N.	*17 0 0		
590	Lampeter Velfrey - N.			
592	Letterston - N. 5	81 0 0	42	21 15 2
592	Llandeloy - N.	327 0 0		
590	Llandewi Velfrey - P. 4	- - -	40	15 4 2
592	Llanrhian - N. 5	116 13 4	89	20 16 4
591	Llanstadwell, Endowed.			
590	Llawhaden N. 10	45 18 8	51	26 12 6
590	Llysyfran - B. 6	- - -	48	22 2 4
593	Manor Divy N. *c*	*42 0 0		
590	Martletwy - N.	129 10 0		
592	Mathry - Ch. 5	- - -	32	11 1 3
			19	5 15 10
592	Milford Haven, Endowed - 5	- - -	68	30 18 4
591	Milford, New B. 1	- - -	162	99 18 3
593	Moilgrove - B. 6	106 17 6	45	9 15 0
590	Narberth - N. 4	- - -	88	36 0 0
590	Narberth - B. 6	*40 0 0	105	70 1 3
592	Nicholas, St. N. 5	- - -	58	28 18 4
591	Pembroke - N. 4			
591	Pembroke - B. 1	147 3 9	125	62 7 4
591	Pembroke Dock - N. 5	462 0 0	496	338 16 5
591	Pembroke Dock - B. 1	351 0 0	211	101 19 10
590	Penffard - B. 6	- - -	72	47 19 2
592	Puncheston N.	269 0 0		
591	Pwllcrochan Ch. 4	- - -	38	16 10 0

a Refused under Article 51 *d*. *b* School closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	PEMBROKE—*cont.*	£ s. d.		£ s. d.
590	Reynalton - B.	*30 0 0		
591	Rhosmarket Ch. 4	- - -	68	34 14 2
591	Rhydberth - N. 4	76 0 0	80	50 0 0
592	Roch - - N.	86 15 0		
592	Rudbaxton - N. 5	58 0 0		
592	Solva - - N. *a*	*75 0 0		
592	Solva - - B. 6	- - -	58	27 9 6
592	Spittal - N. 12	210 0 0	43	28 10 0
591	Stackpole - N. 4	- - -	66	39 1 0
590	Tavernspite N. 4	171 0 0	57	29 17 8
590	Templeton - B.	*25 0 0		
591	Tenby - - N. 4	170 0 0	93	37 10 8
			28	7 11 8
591	Tenby, Inft. N. 4	- - -	64	23 8 8
591	Tenby, New Hedges - Ch. 4	119 0 0	57	27 17 0
			7	1 5 10
592	Thornton - B. 6	- - -	62	42 8 6
592	Trefgarn - B. 6	- - -	55	32 7 8
592	Trevine District - - B. *a*			
592	Uzmaston-cum-Boulston - N. 5	167 0 0	48	27 6 4
593	Velindre - B. 6	- - -	37	18 19 8
592	Walton, West, and Talbenny N.	109 10 0		
591	Warren, Agricultural - 4	- - -	47	22 0 8
592	Wiston - N. 5	- - -	43	4 15 4
592	Wolfscastle - B. 6	*175 0 0	28	14 8 6
592	Woodstock - B. 6	- -	48	21 13 1
592	Zion Hill - B.			

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	RADNORSHIRE.	£ s. d.		£ s. d.
605	Abbey-cwmhir - - N. 3	- - -	40	17 5 10
602	Boughrood - N. 7	74 0 0	34	17 10 0
603	Cascob - - N.	134 0 0		
602	Clyro - - N. 7	276 0 0	51	28 16 6
605	Cwmtoyddur, Endowed - Ch. 3	- - -	40	*b*
			13	3 12 6
599	Disserth Penkerrig - Ch.	130 0 0		
604	Heyhope - N.	156 7 6		
599	Howey Village - - N. 3	- - -	50	25 9 10
			178	66 11 1
604	Knighton - N. 3	515 0 0	15	1 17 6
605	Llanbadarnfawr - - N.	202 0 0		
604	Llananno with Llanbadarn Fynydd Glan Ithon Ch.	202 10 0		
605	Llanyre - N. 10	- - -	79	45 15 6
602	Llowes (Hay) Ch.			
605	Nantmel - N. 3	156 0 0	42	21 10 0
603	Presteign - N. 3	196 5 0	62	28 19 0
			21	8 7 6
603	Presteign - B. 10	- - -	80	48 4 2
			18	5 18 4
603	Radnor, New N.			
603	Radnor, Old N.	220 0 0		
605	Rhayader - 3	- - -	84	6 9 1

ISLANDS.

	CHANNEL ISLANDS.	£ s. d.		£ s. d.
	Alderney - N. 10	- - -	107	57 1 9
	Alderney - W.	150 0 0		
	Guernsey, St. John's - N. 10	432 10 0	347	207 0 4
	Guernsey, St. Marie du Castel, Inft. 10	- - -	51	28 12 6
	Guernsey, St. Peter's Port B. 10	*46 0 0	79	43 2 8
	" "	280 10 0		
	Guernsey, St. Peter's Port N. 10	- - -	481	241 17 8
	Guernsey, St. Peter's Port, St. Joseph's R. 7	- - -	153	48 0 0
	Jersey - - N. 10	*125 0 0	353	150 12 10
	" - - "	51 0 0		
	Jersey, Gorey N. 10	*100 0 0	37	15 13 4
	Jersey, Grouville, Central N.	381 0 0		
	Jersey (St. Helier), St. Peter's and St. Mary's - R. 7	- - -	80	50 4 6
			34	13 13 4
	Jersey, St. James' - N. 10	314 15 0	317	169 10 8
	Jersey, St. Luke's - Ch. 10	391 8 9		*c*
	Jersey, St. Mark's - N. 10	321 2 6	192	111 3 10

	CHANNEL ISLANDS —*cont.*	£ s. d.		£ s. d.
	Jersey, St. Owen's, Central - Ch. 10	277 12 6	97	67 8 0
	Jersey, St. Owen's - W. 10	300 15 0	111	80 5 6
	Jersey, St. Paul's - N. 10	- - -	187	113 7 4
	Jersey, St. Peter's - N. 10	267 10 0	68	36 1 0
	Jersey, St. Saviour's - N. 10	- - -	71	46 5 10
	Jersey, St. Simon's - Ch. 10	- - -	60	22 3 6
	Jersey, Trinity N.			
	ISLE OF MAN.			
	Arbory - - N.	*50 0 0		
	‡Bishopscourt, Model - N.			
	Cronkbourne N. 7	- - -	51	31 14 10
	Cronk-ne-Voddy, St. John's N.	48 10 0		
	Dhoon Bridge N.	*44 0 0		
	Dolby - - B.	*150 0 0		
	Dolby - - N. 7	- - -	85	59 10 2
	Douglas - R. 6	- - -	157	82 10 4
	Douglas, St. Barnabas' - N. 7	105 18 4	423	252 7 2
	Douglas, St. George's (Athol Street) - N. 7	- - -	430	201 5 4

a School closed. *b* Refused under Article 52 *d*. *c* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
	ISLE OF MAN—*cont.*	£ s. d.		£ s. d.
	Douglas, Thomas Street - W. 5	- - -	164	88 13 4
	Douglas, Well Road - - W. 5	- - - -	79	10 19 7
	Foxdale - Ch. 7	201 4 9	152	71 9 6
	Jurby - - Ch. 7	228 6 0	42	22 18 4
	Kirk Andreas N. 7	*72 0 0	7	2 2 6
	" " N.	72 6 0	91	50 19 10
	Kirk Braddan N.	344 0 0		
	Kirk German N. 7	98 2 6	127	65 1 10
	Kirk Marown P.		17	6 12 11
	Kirk Maughold - -	140 5 0		
	Kirk Michael N.	67 10 9		
	Kirk Onchan P. 7	187 13 4	90	50 11 10
	Kirk Patrick P. 7	200 0 0	88	55 9 8
	Laxey Glen - N. 7	*38 0 0	225	117 13 5
	Malew, Ballasalla - - N. 7	188 0 0	74	41 13 4
	Malew, Castletown - - N. 7	*90 0 0		
	" " - "	181 6 0	161	102 7 6
	Malew, Grenaby - - N.	*50 0 0		
	Malew, St. Mark's - Ch. 7	100 0 0	50	28 3 10
	Man, Isle of, St. Jude's - N.	63 0 0		
	Peel, Christian, Endowed - N. 7	457 18 11	328	147 3 11
	Peel, Mathematical and Nautical -	112 0 0		
	Peel - - W. 5	395 0 0	109	53 1 0
	Port, St. Mary's - N. 7	*75 0 0	66	42 17 5
	Ramsey - N. 7	*155 0 0	143	89 7 2
	" - "	122 15 3		
	Rushen - P. 7	344 10 6	77	40 12 8
	Rushen (Girls) - N. 7	- - -	70	46 13 4
	Santon - N.	100 0 0		
	Sulby - - N. 7	*100 0 0	70	24 10 0

SCOTLAND.

NOTE.—Ch. of S. or G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; P., a *Parochial* School; and Undl., that it is *Undenominational*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
ABERDEENSHIRE.	£ s. d.		£ s. d.
Aberdeen, Ben Accord - - F.C. 10	*250 0 0	354	185 10 0
Aberdeen, Chalmer's Female - 10	- - -	159	54 10 0
Aberdeen, Davidson's - - 9	- - -	216	63 0 0
Aberdeen, Dr. Bell's - - 9	- - *a*	599 637	247 13 4 239 6 8
Aberdeen, (Dr. Brown's), Skene Square - Ch. 9	- - -	190	52 0 0
Aberdeen, East Parish - - F.C. 9	- - -	201	77 6 8
Aberdeen, East Parish - - Sess. 10	*400 0 0 54 0 0	411	152 2 6
Aberdeen Female Orphan Asylum 9	- - -	36	
Aberdeen, Gallowgate, Port Hill - 9	- - -	137 50	55 10 0
Aberdeen, Granton Lodge.			
Aberdeen, Greyfriars - - F.C.	500 0 0		
Aberdeen, Greyfriars - - Sess. 10	- - *a*	208 303	148 17 6 140 0 0
Aberdeen, Guestrow Reformatory.			
Aberdeen, Holborn Ross - 9	- - -	278	134 0 0
Aberdeen, John Knox's - - F.C. 9	- - -	188	117 16 8
Aberdeen, John Knox's, Boys - Sess. 10	*100 0 0 *b*		
Aberdeen, John Knox's, Girls - Sess. 10	*98 5 0	160	97 10 0
Aberdeen, North F.C. 10	- - -		
Aberdeen, North Parish - - Sess. 10	*300 0 0	265	142 0 0
Aberdeen, Old, Dr. Bell's - - 11	- - -	96	49 14 2
‡Aberdeen, Old Mill Reformatory.			
Aberdeen, St. Andrew's - Epis. 4	- - -	37	8 15 0
Aberdeen, St. Andrew's, Female Epis. 4	- - -	207	103 0 0
Aberdeen, St. John's - - Epis. 4	- - -	102	41 10 0
Aberdeen, St. Margaret's, Mission - - - Epis. 4	- - -	51	18 15 0
Aberdeen, St. Peter's - - R. *c*			
Aberdeen, Shaw's Court, Female School of Industry - - 9	- - -	114	54 1 8
Aberdeen, Sheriff Watson's Female Industrial - 9	- - -	55	28 15 0
Aberdeen, South Parish - - F.C. 10	165 0 0 *a*	515 543	225 12 6 261 2 6

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Aberdeen, South Parish - - Sess. 10	*220 0 0	122	44 0 0
Aberdeen, Sugar House Lane Reformatory -	204 0 0		
Aberdeen, Trades 10	- - -	110	48 0 0
Aberdeen, Union F.C. 10	295 0 0	146	111 10 0
Aberdeen, West Parish - - Sess. 10	382 8 9	311	162 10 0
Aberdeen, Woodside - - - F.C. 10	*150 0 0	261	119 10 0
" " - -	30 13 4 *a*	290	109 8 4
Aberdour " - - F.C.	105 0 0		
Aberdour Parochial and Girls - 1	- - -	120	55 7 6
Abergeldie, Her Majesty's Female - - 4	- - -	26	11 0 0
Aboyne, Lady Huntly's Female - - 12	- - -	40	27 10 0
Aboyne - - P.			
Alford, Female Ch. of S.			
Alford - - P. 5	- - -	67	27 10 0
Alford Village, Boys - Ch. of S. 5	160 0 0	70	40 0 0
Ardler, Society - - 5	- - -	22	5 0 0
Auchindoir - P. 5	- - -	95	50 5 10
‡Auchindoir, Second P.			
Auchterless, Female.			
Auchterless - P. 2	- - -	73	31 10 0
Auchterless, Badenscoth, Boys Ch. of S. 2	285 5 0	69	17 15 0
Auchterless, Badenscoth, Girls Ch. of S. 2		61	14 5 0
Balgownie (Old Machar) - - P. 5	- - -	57	8 6 8
Ballater, Female 4	- - -	56	27 10 0
Ballogie - - 6	- - -	43	40 0 0
Banchory Devenick - - - F.C.			
Belhelvie - - P.			
Birkhall - - 4	- - -	18	20 0 0
Birse - - - P.			
Blackburn, Female - - F.C. 12	- - -	79 74	34 10 0 27 0 0
Blackhill.			
Bonny Kelly (New Deer) District - - 1	148 0 0	51	30 0 0
Boyndlie - - Epis. 5	- - -	55	7 10 0
‡Braemar, Achendryne - - R.			
Braemar - Public 4	- - -	32	21 10 0
‡Braemar, Invercy R.			
Bridge of Don, Subscription - G.A.			
Broadsea - - G.A. 6	- - -	47	18 0 0

a For two years. *b* Due, but not paid. *c* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Buchanhaven Subscription - *a*			
Burnhaven - G.A. 6	127 10 8	55	15 0 0
Byth, New - 11	277 19 0*b*	58	15 0 0
		71	31 10 0
Cairnbanno, Madras 1	150 10 0	93	36 10 0
Cairney, Female 3	- - -	19	15 0 0
Cairney - - P. 3	- - -	55	15 0 0
Campfield (Kincardine O'Neill's) Subscription - 6	- - -	35	12 10 0
Castleton of Braemar Society's - - *c*			
Cluny - - - P. 2	- - -	46	16 10 0
Coldstone - - P. 4	- - -	66	17 17 6
Coldswell (Cruden) Epis. 5	- - -	59	8 6 8
Corsindae, Female 2	- - -	35	10 0 0
Coull - - - P. 6	- - -	26	18 15 0
Crathie, Female *d*			
Crathie Side - 4	- - -	29	15 0 0
Cruden - - F.C. 12	57 0 0	*e*	
Cruden, Lord Errol's - - Epis. 4	*90 0 0	107	67 10 0
Cullerley District 2	- - -	27	20 0 0
Culsalmond - F.C. 1	- - -	34	25 0 0
Culsalmond - P. 3	- - -	49	35 0 0
Cuminestown - Epis. 6	- - -	91	48 0 0
Cushnie - - P. 5	- - -	46	17 10 0
Daviot - - P. 5	- - -	98	23 8 4
Deer - - - Epis.			
Deer, New, Bruckley, Female - 7	- - -	44	5 0 0
Deer, Old - - F.C. 12	109 11 5*b*	98	48 0 0
		80	45 10 0
Deer, Old - - P. 11		*e*	
Deer, Old, Girls Est. Ch.	200 0 0	59	33 10 0
Deer, Old, Bulwark, Girls - 1	- - -	50	14 0 0
Deer, Old, Clochan Side - - - P. 1	175 0 0	74	30 0 0
Deer, Old, Shannas Side - - P. 1	175 0 0	104	32 10 0
Dorbshil, Female, Subscription - - - 11	- - -	45	8 6 8
Drumblade, Female - - F.C. 1	- - -	25	11 0 0
Drumblade, Female and Infant Ch. of S. 3	- - -	27	13 0 0
Drumblade - P. 3	- - -	46	
Dyce - - - P. 2	- - -	62	40 10 0
Echt, Female - 2	- - -	46	28 10 0
‡Ellon - - Epis.			
Ellon, Female - 11	- - -	44	12 0 0
Ellon - - - F.C. 11	162 0 0	146	57 0 0
Fergus, St. Mitchel's - - 1	- - -	55	10 0 0
Fintray, Female 2	- - -	49	22 10 0
Fintray (Turriff) 2	123 0 0	90	1 5 0
Forgue - - Epis. 6	- - -	27	14 0 0
Forgue (Drumdollo) - - F.C. 1	- - -	67	44 0 0
Forgue - - P. 3	- - -	77	30 0 0
Forgue-Side - P.	117 0 0		
Fraserburgh, Female Industrial - 6	- - -	186	72 8 4
Fraserburgh - F.C. 11	492 0 0	95	67 0 0
Fraserburgh - P. 6	- - -	155	72 0 0
Fraserburgh, Techmury, Second. - P.	180 0 0		

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ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Fraserburgh, St. Peter's - - Epis. 5	758 0 0	136	84 16 8
Fyvie, All Saints' Epis. 5	- - -	39	11 0 0
Fyvie, Female Ch. of S. 11	- - -*b*	100	51 10 0
		93	45 13 4
Fyvie - - F.C. 1	- - -	53	16 10 0
Fyvie - - P.			
Gariochsford - F.C. 1	- - -	48	25 0 0
Garmond - - -	66 0 0		
Gartly, Female Ch. of S. 3	- - -	29	13 0 0
Gartly, Congregational - - F.C. *a*			
Gartly - - - P. 3	- - -	44	21 10 0
Gilcomston - F.C. *f*			
Gilcomston, Northfield Mission - 9	- - -	101	48 13 4
Glenbucket, Female - - F.C. 7	- - -*b*	30	14 0 0
		24	13 15 0
Glenbucket - P. 6	- - -	46	6 5 0
Glenfondland - G.A. 3	- - -	16	18 0 0
Glenmuick - P. 4	- - -	77	7 10 0
Huntly, Female Ch. of S. 12	- - -*b*	131	49 0 0
		126	56 10 0
Huntly - - F.C. 10	- - -	172	95 0 0
Huntly (Gordon) Industrial - F.C. 10	- - -	189	79 10 0
Huntly - - P.			
Huntly, Second - P.			
Huntly - - R. 4	- - -	41	32 10 0
Insch - - - F.C. 12	82 4 6*b*	109	54 0 0
		107	49 0 0
Insch - - - P. 12	- - -	68	16 10 0
Inverury - - F.C. 11	126 0 0*b*	144	61 10 0
		160	67 16 8
Inverury, Infant F.C. 11	- - -*b*	59	37 10 0
		81	32 1 8
Inverury - - P. 12	- - -	132	70 15 0
Inverury, St. Mary's - - Epis. 5	- - -	84	53 0 0
Keig, Female - 5	- - -	24	3 6 8
Keig - - - P. 5	- - -	71	44 7 6
Keithhall, Kinmuck, Female - 2	- - -	26	10 0 0
‡Kennay - - P.			
Kennethmont, Female - F.C. *d*			
Kincardine O'Neill F.C. *d*	- - -	*g*	20 0 0
Kincardine O'Neill, Village - - P. 12	- - -	32	13 15 0
Kinellar - - P. 2	- - -	45	31 5 0
King Edward - P. 2	- - -	69	39 0 0
Kingswells - F.C. 2	334 0 0	65	36 10 0
Kinord - Ch. of S. 4	- - -	39	10 16 8
Kintore - - F.C. 12	75 0 0	63	45 1 8
Kintore - - P. 2	- - -	89	52 0 0
Knaven Denhead 12	- - -*b*	66	16 10 0
		73	16 10 0
Knocklea - - 5	- - -	22	20 0 0
Largie (Insch) - F.C. 2	192 0 0	59	35 0 0
Leslie - - P. 2	- - -	46	30 0 0
Lesmore - - G.A. 3	- - -	42	21 10 0
Leylodge - Ch. of S. 2	210 0 0	54	35 0 0
Logie - - Epis. 5	- - -	47	35 10 0
Longhill - - G.A. 3	- - -	19	16 10 0
Longside - - P. 11	- - -	63	15 0 0
Longside Mintlaw Ch. of S.	86 12 6		
Lumphanan - P. 6	- - -	69	72 6 8
Lyne of Skene - F.C. 2	- - -	33	15 0 0
‡Machar, New - P.			

a Removed from inspection. *b* For two years. *c* Forms part of Braemar, Public S. *d* School closed.
e Due, but not paid. *f* School given up. *g* Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Machar, New, Parkhill, Female 1	- - -	44	20 0 0
Meiklefolla - Epis. 5	- - -	59	13 0 0
Meldrum - P. 12	- - -	151	40 0 0
Meldrum, Old - F.C. 11	123 0 0	53	25 0 0
Methlick, Girls - 5	132 0 0	68	51 13 4
Midmar - - P. 2	- - -	37	16 10 0
Migvie - - G.A. 4	- - -	48	19 10 0
Millbrex District, Female - - 2	- - -	76	11 5 0
Mindurno - - 2	- - -	35	13 0 0
Monquhitter - F.C. 3	- - -	67	33 6 8
Monquhitter - P. 2	- - -	89	44 0 0
Newburgh Side 11	- - -	100	52 0 0
Newhills - - F.C. 11	6 12 6	76	71 10 0
Oyne - - - P. 3	- - -	98	51 10 0
Peterculter - P.			
Peterhead Academy - - - P.	*650 0 0		
" "	140 0 0		
Peterhead, Boys F.C. 10	219 15. 0	38	21 10 0
Peterhead, Girls F.C. 10	- - -	202	97 19 2
Peterhead, East Parish - - G.A.	300 0 0		
Peterhead, Female - - P. 6	- - -	140	45 10 0
Peterhead, St. Peter's - - Epis. 5	- - -	134	58 6 8
Peterhead, Union Industrial - 6	120 0 0	54	15 0 0
Pitcaple - - F.C. 5			
Pitsligo - - P. 1	- - -	124	92 0 0
Pitsligo, New, Female - - 11	- - -	107	43 10 0
Pitsligo, New - P. 11	- - -*a*	144	72 10 0
		188	50 0 0
Pitsligo, New, St. John's - Epis. 5	762 12 0	243	119 16 8
Port Elphinstone (Subscription) - - F.C. 11	103 0 0	85	59 3 4
Rathen - - G.A.	108 10 0		
Rayne, Old, Female - - Ch. of S. 5	- - -	54	49 4 2
Rhynie - Est. Ch. 3	- - -	38	17 18 4
Rhynie, Girls - 2	- - -	46	20 16 8
Rhynie - - P. 3	- - -	66	13 6 8
Rosehearty, Female - - 3	167 12 6	67	32 10 0
Ruthvieston - F.C. 9	- - -	38	41 16 8
Savoch, Girls - 10	113 0 0	29	12 0 0
Skene - - F.C. 2	130 10 0	95	67 10 0
Slains - - P. 1	- - -	73	37 10 0
Slains, The Bruce, Hay, Girls - 1	- - -	32	14 0 0
Stoneywood Works 11	- -*a*	146	71 10 0
		163	75 0 0
Strichen, All Saints - - Epis. 5	- - -	70	27 10 0
Strichen, Female Ch. of S. 11	- - -	61	32 10 0
Strichen - - P. 11	- - -	—	*b*
Stuartfield - Epis. 5	- - -	52	8 6 8
Tarland, Aberdeen Memorial 4	- - -	59	31 1 8
Tarland - - P. 4	- - -	86	22 5 0
Tarves, Girls - 5	132 0 0	57	58 3 4
Tarves - - P.			
Tillymorgan - Epis.			
Tornaveen - - P. 6	- - -	49	18 15 0
Torphins - - P. 6	- - -	95	67 10 0
Towie and Cushnie, Female - F.C. 7	- - -	47	38 15 0
Towie and Glenkindie Christian Knowledge Soc. 5	- - -	27	15 0 0
Tullynessle Ch. of S. 5	148 0 0	38	16 5 0
Tullynessle - P. 5	- - -	72	41 17 6
Turriff - Fem. 11	- - -*a*	143	48 0 0
		129	51 0 0
Turriff - - P. 11	- - -*a*	111	18 0 0
		89	18 0 0
Tyrie - - P. 1	- - -	70	37 10 0
Udny, Female Est. Ch. 5	- - -	46	40 16 8
Udny - - - F.C. 12	97 7 0 *a*	92	44 0 0
		93	60 10 0
Udny - - - P. 5	- - -	51	40 16 8
Warthill, Female - - 5	- - -	36	18 13 4
Waterton of Echt P. 2	- - -	66	35 0 0
Wells of Ythan - P.			
Whiterashes - Epis. 5	- - -	45	21 10 0
Whitestripes - G.A.			
Woodside, Female Ch. of S. 5	- - -	87	29 13 4
ARGYLLSHIRE.			
Acha (I. of Coll) - 7	- - -	25	20 0 0
Achosnich, Christian Knowledge Society's - 7	- - -	24	15 0 0
Appin - - F.C. 7	201 12 0	42	20 0 0
Ardchiavaig, Christian Knowledge Society's - 8	- - -	25	15 0 0
Ardentinny - G.A. 6	- - -	27	15 0 0
Ardgour, Female 7	- - -	24	9 0 0
Ardrishaig - Epis. 8	- - -	80	30 0 0
Ardrishaig - F.C. 7	- - -	71	45 10 0
Ardrishaig - Ch. of S. Ardtun - - F.C.			
Ballachulish, South, St. John's - Epis. 8	- - -	58	40 16 8
Balligrant, Female Industrial - 7	- - -	59	20 5 0
Barbreck, Female 5	- - -	19	13 0 0
Barcaldine - G.A. 6	- - -	25	20 0 0
Bowmore, Female, Industrial and Infants - - F.C.	87 10 0	44	20 0 0
Bowmore - - P. 7	- - -	96	35 10 0
Bridgend (Islay), Female - Indus. 7	- - -	23	14 0 0
Bridgend - - P.			
Campbelltown, Argyll Street - 6	- - -	100	47 0 0
Campbelltown, Burgh and P.			
Campbelltown (Dalintober), Miss Campbell's P. 6	- - -	234	122 18 4
Campbelltown - Epis.			
Campbelltown - F.C. 6	- - -	124	58 15 0
Campbelltown, Kirk Street, Society's - - 6	- - -	68	30 0 0
Campbelltown, Reformatory.			
Campbelltown, United Female School of Industry - - 6	- - -	91	57 0 0
†Caolis - - F.C.			
Carradale - - G.A. 6	- - -	28	15 0 0

a For two years.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
Carsaig - - F.C. 7	- - -	44	12 10 0
Cornaigbeg, Female G.A. 7	- - -	29	2 10 0
Corpach - - G.A. 7	- - -	50	15 0 0
Corran (of Ardgour) 7			
Craignish - P. 5	- - -	45	15 0 0
Creich, Christian Knowledge Society's.			
‡Croish - - F.C.			
Cumlodden - G.A. 5	- - -	78	27 10 0
Dalilongart - G.A.			
Dervaig, Female Industrial - 8	197 0 0	26	18 0 0
Drumlemble - G.A.			
Duncon, Female Industrial - F.C. 10	145 0 0	67	23 5 0
Duncon - - F.C. 10	- - -	104	43 15 0
Dunoon - - P. 5	- - -	76	15 0 0
Dunoon, Female P. 5	- - -	49	34 13 4
Easdale - - F.C. 7	- - -	39	10 0 0
Foreland (Bowmore) - - F.C.			
Garvan (Christian Knowledge Society's).			
Glenbarr, Society's.			
Glenborrowdale G.A. 7	- - -	7	20 0 0
Glencoe - - F.C. 7	- - -	54	8 15 0
Glencoe Side - P.			
Gruinard - - F.C.			
Hillipol - - P. 7	- - -	65	28 0 0
‡Hynish.			
Innishail - - 5	- - -	18	19 0 0
Inverary Burgh P. 5	- - -	96	78 10 0
Inverary - - F.C. 6	- - -	46	37 0 0
Kilcalmonell - P. 5	- - -	45	21 10 0
Kilchenzie, Beauluchantine - G.A. 6	- - -	25	20 0 0
Kilchoman - G.A. 7	- - -	23	15 0 0
Kilchoman - P. 7	- - -	51	17 10 0
Kildalton - - P. 7	- - -	125	13 15 0
Killarow and Kilmeny - - F.C. 7	- - -	84	55 10 0
Killean - - F.C.			
Killean - - P. 6	- - -	26	25 0 0
Kilmodan - - F.C. 7	- - -	26	21 10 0
Kilmodan - - P. 5	- - -	19	5 0 0
Kilmore - - P. 8	- - -	41	41 10 0
Kilmun - - P. 5	- - -	39	15 0 0
Kinloch - - G.A.	*75 0 0		
Kinloch Scridan G.A. 7	- - -	29	10 8 4
Kinlochspleve - P. 8	- - -	24	15 0 0
Kintraw - - G.A.			
Kirkapol - - P. 7	- - -	45	37 10 0
Kirn (Dunoon) - Sess. 5	- - -	37	21 10 0
Knapdale, North P. 5	- - -	36	23 0 0
Lagavulin (Islay) Ch. of S. 7	- - -	39	20 0 0
Ledaig - - G.A. 8	- - -	40	20 0 0
Lismore, Female *a*			
Lismore - - P. 6	- - -	21	20 0 0
Lochaline - - Sess. 8	100 0 0	42	20 0 0
Lochdonhead - G.A.	82 0 0		
Lochend - - F.C. 6	- - -	112	51 10 0
Lochgilphead - Epis.			
Lochgilphead - F.C. 7	- - -	170	85 0 0
Lochgilphead - P. 5	251 0 0	56	37 10 0
Lochgoilhead Village - - 5	- - -	39	15 4 2
Lotts - - G.A. 7	- - -	24	15 0 0
Melfort - - F.C. 7	- - -	32	16 10 0
Mulindry - - F.C. 7	- - -	37	16 10 0
Oatfield - - G.A. 6	- - -	33	21 10 0
Oban, Female - 7	- - -	78	44 0 0
Oban - - F.C. 7	150 0 0	90	37 10 0
Oban, Infant - 7	- - -	49	28 0 0
Ormsary - - G.A. 5	- - -	16	15 0 0
Peninver, Society's 6	- - -	21	12 10 0
Poll Strachur - 5	200 0 0	24	15 0 0
Poltalloch, Industrial 8	- - -	69	37 10 0
Port Charlotte, Female Industrial 7	- - -	30	12 10 0
Port Charlotte - G.A. 7	- - -	60	37 10 0
Port Ellen, Infant and Industrial - 7	- - -	38	25 0 0
Portnahaven - F.C. 7	73 15 0	32	8 15 0
Portnahaven, Parliamentary - 7	- - -	32	15 0 0
Rhunahourine - G.A. 6	- - -	57	30 0 0
Salen, Female Industrial - 8	- - -	23	13 0 0
Sandbank - - G.A. 6	357 10 0	40	23 0 0
Skipness - - G.A. 5	- - -	35	29 3 4
Southend - - P. 6	- - -	73	48 6 8
South Hill - F.C. 7	- - -	27	8 19 2
Stralachlan - P. 5	- - -	25	20 0 0
Strone, Female - 5	- - -	33	11 0 0
Tarbert - - F.C. 7	- - -	114	69 0 0
Tarbert - - G.A. 5	- - -	65	35 0 0
Tighnabruaich-Side P. 7	- - -	92	36 3 4
Tobermory - F.C. 7	- - -	65	23 0 0
Tobermory, Girls' Industrial - G.A.	133 0 0		
AYRSHIRE.			
Alloway, Subscription - - 5	140 0 0	90	38 0 0
Alton Side.			
Annick Lodge Coal Works - 5	- - -	75 / 23	36 0 0
Ardeer Iron Works - - 10	- - -	228	106 5 0
Ardrossan Industrial 1	108 0 0	96	34 0 0
Ardrossan - - P. 4	- - -	177	120 0 0
Ardrossan - - Sess. 4	*150 0 0	130	53 5 0
Arnsheen - - 5	- - -	56	20 0 0
Auchinlech, Female 4	- - -	59	33 10 0
Auchinlech - P. 4	- - -	137	63 10 0
Ayr - - - Epis. 9	- - -	98	54 0 0
Ayr, Fish Cross District - - F.C. 4	- - -	129	35 10 0
Ayr - - - G.A.	200 0 0		
Ayr, Lady Jane Hamilton's - 3	- - -	55	11 5 0
Ayr, Reformatory	158 15 0		
Ayr - - - R. 4	- - -	87	17 15 0
Ayr, Smith's Institution - 4	125 5 6	380	134 15 0
Ballantrae, Glennap Endowed - 2	- - -	26	13 15 0
Ballantrae - - P. 5	- - -	108	57 10 0
Barr Female Industrial - - F.C. 5	- - -	14	15 0 0
Barr - - - P. 5	- - -	57	39 0 0
Barrhill - - F.C. 5	80 0 0	84	54 13 4
Beith, Endowed Ch. of S. 1	- - -	121	69 10 0
Beith - - - F.C. 5	132 0 0	82	55 13 4
Beith, Gateside - 1	- - -	57	36 10 0
Beith, New Street United - - Pres. 5	- - -	181	81 1 8
Beith - - - P. 1	109 0 0	121	41 10 0
Benston - - 4	- - -	43	6 5 0

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Blair Iron Works 11	- - -	261 47	121 13 4
Blair Mains - P. 1	- - -	68	20 0 0
Burnside - - 11	- - *a*	63 58	21 10 0 36 10 0
Caprington, Industrial.			
Caprington, Infants - - 12	- - -	93	15 0 0
Catsine - - F.C. 5	- - -	98	62 3 4
Catrine, Public - 5	750 0 0	144	83 0 0
Colmonell, Female Industrial.			
Colmonell - - P. 5	- - -	95	60 0 0
Coylton - - P. 4	- - -	131	71 0 0
Craigie - - P. 3	- - -	43	5 7 6
Craigmark - - 10	- - -	231	94 10 0
Cronberry, Eglinton Iron Company's - 10	- - -	226	114 11 8
Crosshands, Rural 5	- - -	43	15 0 0
Crosshill, Female 4	- - -	66	34 10 0
Crosshill - - G.A. 4	- - -	84	46 0 0
Crosshouse - P. 4	150 0 0	97	63 5 0
Culroy - - Sess. 5	- - -	41	15 0 0
Cumnock, New - F.C. 4	- - -	118	63 0 0
Cumnock, Old - F.C. 4	- - -	134	77 10 0
Dailly - - F.C. 5	- - -	44	15 0 0
Dailly - - - P. 5	- - -	65	28 0 0
Dalmellington, Ironworks, Kerse 4	- - -	137	69 10 0
Dalmellington, Ironworks, Waterside - 10	- - -		*b*
Dalmellington, Subscription - 10	- - -	79	30 0 0
Dalry, Female Industrial Ch. of S. 4	- - -	162	85 0 0
Dalry - - - F.C. 5	66 10 0	203	115 10 0
Dalry, Kersland Barony - Ch. of S. 4	138 0 0	154	56 5 0
Dalry, Love Lane G.A. 11	- - -	56	21 10 0
Dalry - - - P. 4	- - -	321	171 15 0
Darnconnor Ch. of S. 10	- - -	223	121 6 8
Darvel Hastings' United - 12	- - -	104	88 0 0
‡Darvel - F.C. 12			
Dipple Side - - 5	- - -	44	12 10 0
Dreghorn (Cross Roads) - Ch. of S.			
Dreghorn - - P. 12	- - -	115	48 3 4
Drybridge, Subscription - Ch. of S. 5	205 0 0	21	10 0 0
Dundonald, Old Rome - - F.C. 5	- - -	41	7 3 4
Dundonald - P. 5	- - -	75	16 10 0
Dunlop - - F.C. 5	- - -	48	21 10 0
Eglinton, Iron Works - - 11	637 0 0	246 74	108 16 8
Fenwick - - P. 1	- - -	46	18 0 0
Fenwick, Subscription - - 4	- - -	48	15 0 0
Fisherton - - G.A.	67 10 0		
Fullarton - - F.C. 4	156 3 4	219	94 12 6
Fullarton - - G.A. 5	- - -	139	72 14 2
Galston - - P. 4	- - -	94	38 0 0
Galston, Public - 11	- - -	171	101 10 0
Girvan, Charity 5	195 0 0	120	66 0 0
Girvan - - F.C. 5	- - -	84	31 3 4
Girvan, Henrietta Street, Female.			
Girvan, Industrial Epis. 9	- - -	82	20 0 0
Girvan - - P. 5	- - -	173	104 11 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Glengarnock, Iron Works - 5	- - -	228	123 3 4
Grongar - P. Side 6	- - -	47	23 16 8
Hairshaw (Fenwick) - - 1	- - -	33	15 0 0
Hurlford and Portland Iron Works, Subscription - 10	497 3 6	307	223 13 4
Irvine, Public and Industrial - 11	310 0 0*a*	200 223	85 0 0 107 10 0
Kerse Colliery.			
Kilbirnie, Female Industrial - 4	115 16 3	90	40 0 0
Kilbirnie - - F.C. 5	203 0 0	127	64 13 4
Kilbirnie - - P. 4	- - -	159	62 17 6
Kilbride, West, Female Industrial - - 1	213 6 0	34	14 0 0
Kilbride, West - F.C. 4	- - -	62	21 10 0
Kilbride, West - P. 1	- - -	121 26	70 10 0
Kilgrammie Ch. of S. 5	- - -	33	20 0 0
‡Kilgrammie - Undl.			
Kilkerran (Hill Side) - - 5	- - -	40	15 0 0
Kilmarnock Academy.			
Kilmarnock, Bentinck Street, Kay's 10	- - -	232	73 10 0
Kilmarnock - Epis.			
Kilmarnock, Female Industrial 12	- - -	133	65 10 0
Kilmarnock - Free 11	- - -	173	71 0 0
Kilmarnock, Industrial, High F.C. 4	- - -	98	47 10 0
Kilmarnock, Princes St., New Academy -	- - -	94	20 8 4
Kilmarnock, Reformatory.			
Kilmarnock - R. 5	- - -	162	86 10 0
Kilmarnock, Town Head District - 4	140 13 4	103	84 0 0
Kilmarnock, Wellington St., Kay's Endowed - 10	- - -	256	11 5 0
Kilmaurs, Female Burgh - 1	- - -	45	29 10 0
Kilmaurs - - P. 4	- - -	118	36 18 4
Kilwinning - P. 4	- - -	226	117 10 0
Kingsford, Subscription - - 4	- - -	36	18 0 0
Kirkmichael, Female - - 4	- - -	60	33 10 0
Kirkoswald, Female Industrial - - 4	- - -	55	30 0 0
Kirkoswald - P. 5	- - -	72	20 13 4
Largs, Brisbane, Endowed - 10	- - -	215	140 0 0
Largs, Female Industrial - F.C. 10			
Largs, Female Industrial Ch. of S. 5	103 2 6	52	13 0 0
Largs - - - F.C.	225 15 0		
Largs - - - P. 5	- - -	120	56 10 0
Largs, New (Lade Street) - F.C.	403 13 4		
Lendal - Ch. of S. 5	120 0 0	21	15 0 0
‡Loudoun - - P.			
Lugar Iron Works Ch. of S. 10	577 0 0	264	126 15 0

a For two years.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Mauchline, New Educational Inst. 11	- - -	130	71 10 0
Mauchline - P. 11	- - -	121	54 10 0
Maybole, Industrial - Epis. 9	- - -	81	56 6 8
Maybole, Female Industrial - F.C. 5	- - -	72	28 0 0
Maybole - - P. 4	- - -	117	13 8 4
Maybole, West Church - - 4	- - -	173	55 18 4
Monkton - - F.C. 4	- - -	58	30 0 0
Muirkirk Iron Works - - 10	- - -	262	144 10 0
Muirkirk - - P. 10	- - -	107	40 0 0
Newmilns - - F.C. 4	252 0 0	228	131 0 0
Newton-on-Ayr F.C. 4	180 0 0	155	59 15 0
Newton-on-Ayr P. 5	- - -	158	76 3 4
Newton-on-Ayr, Weaver Street Mission - - 4	- - -	208	10 10 0
Ochiltree - - F.C. 4	100 0 0	46	16 13 4
Perceton - - F.C. 5	- - -	81	44 0 0
Pinwhiry - Ch. of S. 5	100 13 8	36	21 10 0
Prestwich, Burgh Ch. of S. 12	- - -	58	15 0 0
Riccarton, New Street - - 5	- - -	95	34 13 4
Riccarton - - P. 7	- - -	104	37 10 0
Riddance Works 11	- - -	108	34 0 0
Saltcoats - - F.C. 5	363 4 0	129	77 10 0
Saltcoats, Kyle's Hill - - - 10	*150 0 0	29	16 10 0
Saltcoats - R. 4	- - -	85	40 0 0
Skelmorlie Undl. 5	202 0 0	58	41 10 0
Sorn - - - P. 4	- - -	107	89 6 0
Stair - - - P. 5	- - -	49	20 0 0
Stevenston - P. 4	- - -	158	81 10 0
Stewarton - F.C. 4	158 0 0	97	51 10 0
Stewarton, Institution - - 11	- - *a*	159 202	101 10 0 111 10 0
Straiton - - P. 4	- - -	42	3 15 0
Straiton, Lady H. Blair's - 4	- - -	13	5 0 0
Symington - F.C.			
Tarbolton - - P. 4	- - -	139	78 15 0
Tarbolton, Subscription - - 4	- - -	79	58 0 0
Tarbolton, Female Subscription.			
Troon Academy Ch. of S.	167 10 0		
Troon - - F.C. 4	- - -	110	57 0 0
Wallacetown Est. Ch. 10	- - -	93	15 0 0
Wallacetown Works	- - -	69	20 0 0
Whitletts, Feuars 12	71 0 0	53	44 0 0
BANFFSHIRE.			
Aberchirder - G.A. 12	321 0 0	226	94 3 4
Aberlour - - P. 2	- - -	105	23 18 4
‡Alvah - - P.			
Arradoul, Female Industrial - 3	171 6 0	60	33 0 0
Banff - - F.C. 10	- - -	136	23 0 0
Banff, St. Andrew's - Epis. 5	- - -	70	44 10 0
Banff, Wilson's Educational Institution - Ch. of S. 10	*100 0 0 *a*	136 161	47 10 0 62 7 6

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BANFFSHIRE—*cont.*	£ s. d.		£ s. d.
Bellie - - P. 11	- - *a*	100 107	43 13 4 54 0 0
Blacklaw, Mixed Religious - - 2	77 15 0	56	31 10 0
Boharm, Second P. 11	214 0 0	32	12 10 0
Botriphnie - P. 2	- - -	30	16 5 0
Buckie - Epis. 5	- - -	45	21 10 0
Buckie - - F.C. 10	- - -	221	127 10 0
Buckie, Mrs. Gordon's Female Industrial - - 2	- - -	64	2 8 4
Buckie - R. 4	- - -	90	20 11 8
Buckie, United Pres.			
Cabrach, Second P. 2	- - -	33	16 10 0
Chapeltown - R. 4	- - -	95	73 10 0
Cullen - - F.C. 10	- - -	84	41 10 0
Cullen - - P. 1	- - -	183	51 10 0
Cullen Seatown -	31 17 3		
Deskford - - P. 1	- - -	56	18 15 0
Deskford - - F.C.			
Dufftown - - R. 4	- - -	81	48 0 0
Dunlugais, Female - 1	- - -	35	20 0 0
Easterfield, Female 1	- - -	34	11 13 4
Edingight - Ch. of S. 12	- - -	27	23 3 4
Enzie - - F.C. 3	- - -	62	17 10 0
Enzie, Society.			*b*
Fordyce - - F.C. 10	69 0 0		
Fordyce, Industrial - Ch. of S.			
Forglen, Female 1	- - -	44	11 0 0
Gleulivat - - G.A.			
Glenrinnes - G.A. 2	- - -	42	21 10 0
Grange (by Keith) - - F.C. 1	- - -	60	15 0 0
Grange - - P. 2	- - -	58	40 0 0
Hilton (Banff) - P. 1	- - -	—	10 0 0
Inveravon - - P. 2	- - -	59	16 10 0
Inverkeithnies (Downies) - F.C. 1	- - -	51	18 0 0
Inverkeithny - P. 1	- - -	96	15 0 0
Keith, Female - 11	- - *a*	79 67	8 6 8 10 0 0
Keith - - F.C. 10	- - -	102	66 10 0
Keith - - P. 11	- - *a*	207 204	101 10 0 105 0 0
Keith - - R. 4	- - -	50	28 0 0
Kirkmichael - P. 3	- - -	40	16 10 0
Linhead, Female - 1	- - -	55	20 0 0
Longmanhill, Lord Fife's - 1	- - -	60	35 0 0
Lynn of Shenval (Glenlivat) - 2	- - -	53	15 0 0
Macduff - - F.C. 10	353 11 0	300	159 0 0
Macduff - - P. 11	- - -	90	47 10 0
Marnock, New - F.C. 1	- - -	166	110 0 0
Mortlach Dufftown, Female - Ch. of S. 2	297 12 0	131	54 1 8
Mortlach - - P. 2	- - -	80	54 10 0
New Mill, Society's 2	- - -	56	40 10 0
Ordiquhill - P. 1	- - -	93	34 0 0
Park, Girls' - 1	- - -	56	39 0 0
Pitgair, Female P. 1	- - -	91	32 10 0
Port Gordon Ch. of S. 2	- - -	91	2 8 4
‡Portnochie - G.A.			
Portsoy, Female Industrial - 11	107 0 0 *a*	48 60	30 10 0 33 0 0
Portsoy, Grammar P. 11	180 0 0 *a*	149 130	54 0 0 53 0 0
Portsoy, Society's 11	- - -	60	30 0 0
Protston Hill - P. 1	- - -	89	27 0 0
Rathven - - P. 2	- - -	99	48 0 0
Rothiemay, Female - - P. 2	- - -	55	9 8 4

a For two years.

b Due, but not paid.

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	£ s. d.		£ s. d.
BANFFSHIRE—*cont.*			
Rothiemay - F.C. 1	- - -	111	79 0 0
Rothiemay - P. 2	- - -	26	16 10 0
Tombae, St. Mary R.			
Tomintoul, Female - - 3	- - -	22	12 0 0
Tomintoul, Parliamentary - P. 3	- - -	86	57 0 0
Tomintoul - E. 4	- - -	82	36 0 0
Whitehills - G.A. 1	- - -	114	30 0 0
BERWICKSHIRE.			
Abbey, St. Bathan's P. 3	- - -	41	23 0 0
Allanton - - 3	- - -	40	20 0 0
Allanton, Female 3	- - -	19	11 0 0
Ayton, Female.			
Ayton, Girls and Infants - - 3	- - -	100	51 10 0
Ayton - - P. 3	- - -	84	17 10 0
‡Berwick, Girls, Industrial.			
Birgham, District Ch. of S.			
Burnmouth - G.A. 3	188 0 0		
Coldingham, Auchincrow - Undl. 3	175 0 0	61	37 10 0
Cranshaws - P. 3	- - -	31	20 0 0
Dunse, Boston - F.C. 2	- - -	136	50 0 0
Dunse - - P. 3	- - -	—	2 10 0
Earlstown - - F.C. 2	- - -	69	20 0 0
Edrom - - P. *a*			
Eyemouth - - F.C. 2	225 0 0	220	98 10 0
Eyemouth - - P. 3	- - -	176	108 16 8
Foulden - - P. 3	- - -	46	20 0 0
Greenlaw - - F.C. 2	245 10 0	114	64 10 0
Lauder - - F.C. 2	- - -	90	65 10 0
Lauder, Industrial and Infants.			
Lauder - - P. 4	- - -	118	59 10 0
Leitholm - - F.C.			
Longformacus - P. 3	- - -	23	16 10 0
Mertown - - P. 3	- - -	73	42 10 0
Millbun - - 3	- - -	31	24 3 4
Milne Graden - P. 3	- - -	18	13 0 0
Ninewells - Ch. of S. 3	- - -	41	10 0 0
Paxton, Girls and Infants - - P. 3	- - -	44	21 13 4
Paxton Village Ch. of S. 3	- - -	47	25 0 0
Renton - -	50 0 0		
Reston - - P. 3	68 0 0	62	19 0 0
Swinton - - F.C. 2	- - -	75	42 10 0
BUTESHIRE.			
Brodick - - P. 7	- - -	67	22 5 0
Bute, Ragged Industrial.			
Corrie (Arran) Endowed - - 7	- - -	29	16 10 0
Cumbrae (Isle of) F.C. 10	- - -	65	42 10 0
Kingarth - - F.C.			
Lamlash, Female Industrial - 7	- - -	21	11 13 4
Lamlash - - P. 7	- - -	39	21 10 0
Port Bannatyne F.C. 10	- - -	34	21 10 0
Rothesay - - G.A.	118 0 0		

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	£ s. d.		£ s. d.
BUTESHIRE—*cont.*			
Rothesay, East - F.C. } Rothesay, West - F.C. }	*b*		
Rothesay, Academy 10	- - -	223	79 15 0
Rothesay, Town Mission, Infant F.C. 10	- - -	73	7 10 0
Shiskine, Side - P. 7	- - -	71	15 0 0
Sliddery - - G.A. 7	- - -	30	15 0 0
Whitingbay, Female - - - 7	- - -	21	13 0 0
CAITHNESS-SHIRE.			
‡Achow - - F.C.			
Barrock - - G.A. 7	- - -	70	48 0 0
Berriedale - - G.A. 7	- - -	28	5 0 0
‡Bruan - - F.C.			
Canisbay - - F.C. 4	- - -	26	22 10 0
‡Canisbay - - P.			
Dumbeath, Female - - 7	- - -	43	14 0 0
Dunn.			
‡Dunnet - - P.			
Forss - - - G.A. 7	- - -	35	13 15 0
Freswick - - G.A. 7	- - -	23	23 0 0
Gersa - - - F.C.			
Greenland - - F.C. 4	- - -	27	15 0 0
Halkirk, Congregational - - F.C. *c*			
Halkirk, Female F.C. 4	- - -	39	21 5 0
Halkirk - - P. 7	- - -	58	15 0 0
John o'Groats - G.A. 7	- - -	39	37 10 0
Keiss, Parliamentary - - - 7	- - -	38	20 0 0
‡Keiss, Congregational - - F.C.			
Latheron - - P. 7	- - -	84	67 0 0
Leurery - - G.A. 7	- - -	66	21 5 0
Lybster - - F.C. 4	83 0 0	120	26 10 0
‡Mey Society's Ch. of S.			
‡Newlands - - F.C.			
Olrig, Female - 4	- - -	42	31 5 0
Olrig - - - F.C. 4	- - -	52	38 0 0
Pulteneytown Academy - - 7	*400 0 0	231	71 3 4
Pulteneytown - F.C. 4	112 0 0	134	62 5 0
Reay - - - P. 6	- - -	64	37 10 0
Staxigoe Society's.			
Stirkoke - - G.A. 7	- - -	41	25 0 0
Stroma Society's 7	- - -	55	8 6 8
Thrumster - G.A.			
Thurso, Benevolent Female - 4	- - -	114	61 8 4
Thurso - - F.C. 4	260 0 0	142	86 2 6
Toftingall - G.A. 7	- - -	22	18 0 0
Ulbster Society's.			
Watten - - F.C. 4	262 0 0	36	20 0 0
Watten - - P. 7	- - -	26	18 0 0
Wick - - - F.C. 4	- - -	134	130 10 0
Wick - - - P. 7	- - -	98	48 0 0
CLACKMANNANSHIRE.			
Alloa - - - Epis. 2	- - -	172	76 1 8
Alloa, Juvenile and Infants' - 11	401 0 0*d*	160	57 3 4
		162	83 2 6
Alloa, Ragged and Industrial - *a*			
Causeway Head District - - 3	- - -	40	16 10 0
Clackmannan Ch. of S. 1	140 0 0	116	37 6 8

a Removed from inspection. *b* Now incorporated and called Rothesay, Academy S. *c* School extinct.
d For two years.

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CLACKMANNAN—*cont.*	£ s. d.		£ s. d.
Clackmannan, Female - - - 1	-	65	22 7 6
Coalsnaughton, Subscription - *a*			
Devon Allca Colliery - - 11	- - *b*	45 32 20	18 0 0 18 0 0
Forestmill, Subscription - - 3	- - -	33	18 0 0
Kennet Village - 1	- - -	54	17 4 2
Menstrie, Subscription - - 11	- - -	91	23 0 0
‡Sauchie, Subscription.			
Tillicoultry Academy - - 11	- - -	157	98 13 4
Tillicoultry - P. 11	- - -	101	68 10 0
Tullibody, Subscription - - P. 11	- - *b*	134 144	72 0 0 84 10 0
DUMBARTONSHIRE.			
Alexandria - F.C. *c*	120 0 0		
Alexandria Congregational - F.C. 11	- - -	210	110 0 0
Alexandria - P. 10	250 0 0	166	100 5 0
Alexandria Village - - - 10	- - -	72	30 0 0
Arrochar - - P. 2	- - -	38	15 0 0
Bonhill (Mrs. Ewing's) Female Industrial - *c*			
Bonhill - - P. 10	- - -	147	98 10 0
Bonhill - Sess. 10	- - -	142	50 16 8
Bonhill, Female Sess. 10			
Bowling, Public 10	- - -	69	21 10 0
Cardross - - F.C. 1	- - -	34	13 0 0
Cardross - - P. 2	- - -	79	15 0 0
Cumbernauld, Female - - 3	- - -	55	31 0 0
Cumbernauld - P.			
Dalmonach (Privately Endowed) Ch. of S. *d*			
Dalmuir, Subscription.			
Dumbarton, Burgh Academy - 12	- - -	340 40	160 10 0
Dumbarton - F.C.	*e*112 0 0		
Dumbarton - Epis. 9	- - -	127	72 0 0
Dumbarton - R. 4	- - -	116	4 £10 0
Dumbarton - W. 10	- - -	277	68 15 0
‡Duntocher - F.C.			
Duntocher Works 12	- - -	110	31 10 0
Faifley - Ch. of S.			
Gairlochhead, Public *c*			
Garscadden Works 12	- - -	164 23	76 14 0
Helensburgh - F.C. 11	240 0 0	142	78 0 0
Helensburgh, Grant Street Mission - 12	- - -	191	85 10 0
Helensburgh, Quoad Sacra - Ch. of S. 10	- - -	148	91 10 0
Helensburgh, Ragged Industrial.			
Helensburgh, Trinity - - Epis. 9	- -	60	6 13 4
Jamestown (Bonhill) - - F.C. 11	- - -	85	60 10 0
Kilcreggan - F.C. 12	423 0 0*b*	67 77	25 0 0 35 1 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
DUMBARTON—*cont.*	£ s. d.		£ s. d.
Kilmaronock - P. 10	- - -	37	7 10 0
Kilpatrick, New P. 2	- - -	29	14 0 0
Kilpatrick (Old) F.C. 12	- - *b*	109 72	59 0 0 79 3 4
Kilpatrick (Old) P.			
Kirkintilloch Industrial - -			
Kirkintilloch, Kerr Street, Self-supporting - - 3	- - -	120	67 13 4
Kirkintilloch (The Oswald and Kirk-Session) - Ch. of S. 11	650 0 0	131	95 10 0
Knockderry, Mixed *c*			
Luss - - - P. 2	- - -	37	23 0 0
Milton, Public - 12	168 10 0*b*	97 99	41 10 0 58 0 0
Muirhead, South 3	- - -	37	15 0 0
Muirland Side - G.A.			
Renton, Female - G.A. 10	- - -	68	34 0 0
Renton, Infant and Female Industrial - - F.C. 11	- - -	49	14 0 0
Renton, Public - F.C. 11	- - -	102	31 13 4
Shandon - - F.C. 11	- - -	22	18 0 0
Waterside - - Undl.	87 5 0		
DUMFRIESSHIRE.			
Annan Bonshaw P.	200 0 0		
Annan - - P.			
Annan, Infant and Industrial - - G.A. 6	- - -	209	96 6 8
Brydekirk, Infant and Female Industrial - - 6	88 13 0	71	28 10 0
Brydekirk - P. 6	145 0 0	21	21 10 0
Capenoch, Infant 7	- - -	31	10 0 0
Carlaverock - P. *a*			
Collin (Torthorwald) Side - P. 6	- - -	82	20 0 0
Cummertrees - P. 6	- - -	73	37 10 0
Dumfries - - Epis. 3	- - -	82	40 6 8
Dumfries (Catharinefield) - - P. 6			
Dumfries, Ladies' Benevolent Society's - - 6	27 11 8	200	91 13 4
Dumfries, Mission - - - F.C. 4	- - -	161	72 15 0
Dumfries and Maxwelltown Educational Society's Common - - -	96 0 0		
Dumfries and Maxwelltown Ragged and Reformatory.			
Dumfries, St. Andrew's - - R. 5	- - -	193	43 0 0
Dumgree - - Side 7	- - -	28	8 15 0
Dunscore - - F.C.	212 0 0		
Eaglesfield Branch Parish and Assembly - 6	- - -	127	59 0 0
Ecclefechan, Infant and Industrial - - 6	*£50 0 0	63	42 1 8
Ecclefechan - F.C. 4	- - -	56	37 10 0
Gasstown - - P.	45 0 0		
Glencairn - - F.C. 4	- - -	80	25 0 0
Glencaple - - 6	- - -	69	35 0 0

a Removed from inspection. *b* For two years. *c* School closed. *d* Amalgamated with Bonhill Sess.
e Incorporated with Dumbarton Burgh Academy.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
DUMFRIES—*cont.*	£ s. d.		£ s. d.
Goodhope - Ch. of S. 6	- - -	72	34 10 0
Highfae - - F.C. 4	11 0 0	27	5 0 0
Hoddam - - P. 6	- - -	73	16 10 0
Holywood - - P. 7	- - -	66	39 4 2
Hutton Lodge, Female - - 6	- - -	23	14 0 0
Keir Lower - P. 7	- - -	44	21 10 6
Kirkmahoe - F.C. 4	- - -	33	15 0 0
Kirkpatrick Fleming - - - F.C.			
Kirkpatrick, juxta Parish - - 6	- - -	91	30 0 0
Langholm - - F.C. 4	207 0 0	111	62 10 0
Langholm, Infant, Langholm - - P. 6	- - -	150	80 5 0
Locharbriggs - G.A.	50 0 0		
Lochmaben - F.C. 4	15 0 0	68	13 15 0
Lochmaben - P. 6	208 9 0	176	64 0 0
Lockerby, Industrial - - F.C. 4	320 0 0	129	53 0 0
Mouswald - P. 6	- - -	93	59 0 0
Newton, Girls' - 6	- - -	31	14 0 0
Penpont - - P. 7	- - -	124	40 0 0
Ruthwell, Female and Industrial - 6	- - -	44	15 0 0
Ruthwell - - F.C. 4	- - -	37	15 0 0
Sanquhar - - P. 7	- - -	170	72 8 4
Shielhill, Tinwald - - P. 7	- - -	27	16 10 0
Sibbaldie - - P. 6	- - -	40	15 0 0
Stielston, Branch P. 7	- - -	33	15 0 0
Tinwald (Amisfield) - - P. 7	54 0 0	78	18 0 0
Torthorwald 1st P. 6	- - -	56	15 0 0
Trohoughton - G.A.	30 0 0		
Tynron - - P. 6	- - -	18	21 10 0
EDINBURGHSHIRE.			
Addiewell - - 2	- - -	221	52 1 8
Balerno, Subscription Ch. of S. 2	208 16 6	88	40 0 0
Bellsquarry, Subscription - - 2	- - -	63	16 5 0
Bonnyrigg, Girls 4	- - -	188	72 10 0
Borthwick, Gorebridge, Heritor's - - 2	- - -	52	15 17 6
Borthwick - P. 2	- - -	62	19 5 0
Calder, East, Subscription - 2	102 2 6	125	56 11 8
Calder, Mid, Female - - 3	90 0 0	74	50 10 0
Calder, West - P. 2	- - -	141	55 16 8
Calder, West, Subscription - - 6	- - -	211	51 9 2
Carrington - P. 1	- - -	74	23 0 0
Cockpen - - F.C. 2	168 0 0	111	75 0 0
Colinton and Currie - - F.C. 1	117 0 0	68	25 0 0
Coltbridge (Lord Mackenzie's) - F.C. 2	103 10 0	115	56 10 0
Corstorphine - P. 2	- - -	97	33 0 0
Cousland, District - - - F.C. 1	177 17 6	32	16 10 0
Cramond, Female - - - P. 1	- - -	60	38 0 0
Cramond - - F.C. 2	124 0 0	55	45 10 0
Cramond, Lennie 1	85 0 0	56	20 0 0
Cramond - - P. 1	- - -	46	
Crichton, Female P. 2	- - -	98	55 10 0
Currie - - P. 5	- - -	88	6 5 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Dalkeith Academy - - F.C. 1	248 0 0	281	142 10 0
Dalkeith, Duke of Buccleuch's - 1	- - -	89	16 10 0
Dalkeith, Buccleuch, Infants 1	- - -	85	29 10 0
Dalkeith - - P. 1	- - -	153	53 0 0
Dalkeith, Poors Sess.			
Dalkeith, St. David's - - R. 6	- - -	55	38 6 8
Dalkeith, St. Mary's - - Epis. 11	- - -	161	42 10 0
Dalkeith - - Sess.			
Dalmahoy, St. Mary's - - Epis. 11	- - -	71	39 0 0
Davidson's Mains Ch. of S. 1	- - -	83	49 0 0
Edinburgh, Buccleuch - - Sess. 7	*750 0 0	83	35 0 0
Edinburgh, Canongate - Burgh 7	250 0 0	179	109 8 4
Edinburgh, Canongate - - Sess. *a*	*350 0 0		
Edinburgh, Canongate, Christian Society's (Male) - - 7	- - -	81	52 0 0
Edinburgh, Canongate, Christian Society's (Female) - - 7	- - -	82	37 10 0
Edinburgh, Causewayside - - F.C.			
Edinburgh, Chalmers', Westport, Territorial - F.C. 7	- - -	218	124 8 4
Edinburgh, Dean Chalmers' - F.C. 6	- - -	174	83 0 0
Edinburgh, Dr. Thomson's - F.C.			
Edinburgh, Fountain Bridge, West, Female Industrial 1	- - -	227	61 13 4
Edinburgh, Fountain Bridge - F.C. 6	145 0 0	220	118 1 8
Edinburgh, Free High Ch. (Advocate's Close) 5	- - -	103	45 10 0
Edinburgh, Free, New North - F.C. 7	- - -	289	123 10 0
Edinburgh (Greenside), Dr. Bell's 7	- - -	414	123 10 0
Edinburgh, Greenside, Infants - 7	148 0 0	99	52 0 0
Edinburgh, High Church - - Sess.			
Edinburgh, High Riggs, St. Cuthbert's - - F.C. 6	- - -	219	65 6 8
Edinburgh, Holyrood - - - F.C. 6	- - -	270	129 6 8
Edinburgh, John Street, Indust. 5	- - -	92	29 0 0
Edinburgh, Lancasterian - - 2	- - -	418	246 5 0
Edinburgh, Leven Lodge.			
Edinburgh, Marionville, Original, Ragged.			
Edinburgh, Model F.C. 6	303 0 0	643	395 3 4
Edinburgh, New Grey Friars - Sess.	254 0 0		

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, Niddry St., Dr. Bell's Ch. of S. 7	- - -	481	216 11 8
Edinburgh, Northern District - F.C. 7	605 0 0	152	78 0 0
Edinburgh, Old Grey Friars - G.A.	*845 0 0		
Edinburgh, Original Ragged Industrial.			
Edinburgh, Pilrig F.C. 6	226 0 0	259	125 0 0
Edinburgh, Pleasance Territorial F.C. 7	281 0 0	244	147 0 0
Edinburgh, Practising - G.A. 6	- - -	536	345 3 4
Edinburgh, Roseburn - F.C. 1	- - -	159	49 10 0
Edinburgh, Roxburgh Street - F.C.			
Edinburgh, St. Andrew's Hall Epis. 11	- - -	194	99 13 4
Edinburgh, St. Andrew's - R. 5	- - -	165	92 18 4
Edinburgh, St. Ann's, Niddry Street - - R. 5	- - -	274	88 11 8
Edinburgh, St. Bernard's - Sess. 1	23 6 8	234	100 10 0
Edinburgh, St. Catherine's - R. *a*			
Edinburgh, St. Columba's - Epis. 11	280 0 0	67 *e* 76	57 0 0 31 13 4
Edinburgh, St. Cuthbert's - R. 5	- - -	86	29 0 0
Edinburgh, St. George's - Epis. 11	- - -	81	42 0 0
Edinburgh, St. George's Local G.A. 6	- - -	358	126 5 0
Edinburgh, St. Ignatius - - R. 5	- - -	190	78 12 6
Edinburgh, St. John's, Practising - - Epis. 11	- - -	319	161 0 0
Edinburgh, St. John's - - P. *b*			
Edinburgh, St. Mary's Female Indust. Epis. *c*			
Edinburgh, St. Mary's - - R.			
Edinburgh, St. Mary's, Lothian Street - - R. 5	1,200 0 0	339	150 17 6
Edinburgh, St. Mary's, Horse Wynd, Infants R.			
Edinburgh, Canonmills, St. Mary's F.C. 6	150 5 0	67	30 8 4
Edinburgh, St. Mary's, Canonmills - Sess. 7	- - -	315	161 10 0
Edinburgh, St. Patrick's (Market Street) - - R. 5	- - -	165	97 14 2
Edinburgh, St. Paul's (Carrubber's Close) - Epis.			
Edinburgh, St. Paul's District F.C. 7	300 0 0	444	198 0 0
Edinburgh, St. Stephen's - G.A.	*800 0 0		
Edinburgh, Stockbridge - F.C. 6	- - -	259	130 8 4
Edinburgh, Thistle Street (McLean's) Ch. of S. 6	- - -	115	113 19 2
Edinburgh, Tolbooth - - F.C. 7	- - -	139	50 0 0
Edinburgh, Tolbooth - - Sess.	*800 0 0		
Edinburgh, Trinity - - Epis. 11	- - -	270	96 15 0
Edinburgh, Tron Church, Female Industrial - 2	- - -	96	46 10 0
Edinburgh, United Industrial.			
Edmonstone, Colliery - Ch. of S. *b*			
Edmonstone, Female - Ch. of S. 5	- - -	49	32 14 2
Fisherrow, English 1	- - -	121	72 10 0
Fisherrow - - F.C. 1	- - -	90	75 0 0
Fisherrow, Back of (Ragged) - F.C. 1	204 0 0	101	54 0 0
Gilmerton, Female 1	- - -	41	8 6 8
Glencross - - P. 2	- - -	108	47 1 8
Gogar, Female Ch. of S.			
Juniper Green, Female - Ch. of S. 2	80 0 0	62	30 0 0
Kirknewton - P. 2	- - -	41	21 10 0
Lasswade - - P. 5	- - -	151	62 3 4
Lasswade, Subscription - - *b*			
Lasswade, Whitesbill Colliery Subscription - Ch. of S. 7	- - -	149	65 6 8
Leith, Hay's Mechanics' - - 6	- - -	131	40 18 4
Leith - - R. 5	- - -	108	34 2 6
Leith, St. James' Epis. 11	735 0 0	360	172 11 8
Leith, St. John's Ch. of S. 11	*550 0 0	163	58 3 4
Leith, St. Ninian's F.C. 7	*490 0 0	244	123 16 0
Leith, South - F.C. 7	650 0 0	268	149 10 0
Leith, South - P.			
Leith, Victoria - F.C. 7	- - -	63	41 10 0
Liberton - - F.C. 3	- - -	74	40 10 0
Loanhead, Subscription - - 4	115 4 0	157	72 10 0
Meadowbank, Female Industrial - Ch. of S. *c*			
Morningside - F.C.	108 15 0		
Morningside, Subscription - - 6	- - -	106	73 15 0
Musselburgh Ch. of S. 2	- - -	78	36 10 0
Nellfield, Infant (Private) - Ch. of S. 2	- - -	41	26 13 4
Newbattle - - P.			
Newbattle, Collieries - Ch. of S. 7	- - -	247	80 0 0
Newbigging - F.C. 1	- - -	133	78 10 0
Newhaven, Free Fisherman's Society - - 7	- - -	85	40 0 0
Newhaven, Madras Ch. of S. 6	*311 0 0	256	117 1 8
Newington, Ch. Congl. 2	- - -	132	68 0 0
Newington - F.C. 7	300 0 0	218	97 10 0
Newlandrig, Subscription - - 2	- - -	36	14 0 0
Newton (Dalkeith) P. 4	- - -	80	44 0 0
Pathhead Ford - F.C. *d*			
Penicuick - Ch. of S. 4	188 0 0	84	59 0 0
Penicuick - - F.C. 2	81 0 0	117	66 10 0
Penicuick - - P. 5	- - -	53	6 5 0

a Now forms part of Edinburgh St. Mary, Lothian Street, R.C.
b School discontinued.
c Removed from inspection.
d School closed.
e For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount. £ s. d.
EDINBURGH—*cont.*			
Portobello - - Epis. 11	- - *a*	37	34 0 0
		90	50 10 0
Portobello, Female 1	- - -	94	54 0 0
Portobello - - F.C. 7	- - -	73	23 0 0
Ratho, Female Ch. of S. 2	- - -	52	29 10 0
Ratho, New Subscription Ch. of S. *b*			
Roslin - - F.C. 3	- - -	35	24 8 4
Roslin, Subscription - - - 4	- - -	72	34 0 0
Slateford, St. Cuthbert's, Subscription - - 2	*100 0 0 139 10 0	112	55 10 0
" - " - G.A. 4	202 10 0	218	59 5 0
‡Stobhill Mission F.C.			
Stow - United Pres.			
Temple - - F.C.			
Valleyfield, Infant and Industrial - - 2	- - -	99	65 10 0
Water of Leith, Original Infant 7	- - -	100	64 0 0
Whitehill (Dalkeith), Colliery 7	- - -	32	10 12 6
Wilkieston - F.C. 2	117 0 0	83	44 0 0
ELGINSHIRE.			
Advie Side - P. 2	- - -	30	18 15 0
Archiestown - G.A.	101 0 0		
Birnie, Russel, Female - - 11	- - -	22	6 13 4
Bishopmill - G.A. 11	289 0 0 *a*	175	58 0 0
		178	73 10 0
Burghead, Female - - 11	- - -	*c*	
Burghead - - F.C. 11	- - *a*	146	34 19 2
		119	78 6 8
Burghead - - G.A. 11	- - -	*c*	
Clackmarras District.			
Dallas, Girls, Industrial - - 2	- - -	31	14 0 0
Dallas, Girls, Industrial - - F.C. 3	- - -	29	4 11 8
Drainie - - P. 10	- - *a*	23	11 5 0
		23	15 0 0
Duffus - - P. 12	- - -	*c*	
Elchies - - P. 2	- - -	54	39 0 0
‡Elchies, Second P.			
Elgin, Anderson's Institution, Free 11	- - -	250	103 10 0
Elgin - - Epis. 8	166 0 0	83	33 15 0
Elgin, Girls - 10	*150 0 0 *a*	235	102 5 0
" - -	79 13 0	231	76 5 0
		125	67 10 0
Elgin, Trades - 10	*120 0 0 *a*	148	70 0 0
Findhorn - - 11	- - -	55	20 0 0
Fochabers, Milnes' Free - Ch. of S. 10	- - *a*	287	67 10 0
		302	77 10 0
Forgie - - 2	- - -	37	10 16 8
Forres, Industrial - - Epis. 8	- - -	133	77 10 0
Forres, Female Industrial - 11	70 0 0	126	58 0 0
		135	58 10 0
Forres, Infant - 11	- - *a*	141	58 10 0
Garmouth, Christian Society's - - 2	- - -	68	15 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount. £ s. d.
ELGIN—*cont.*			
Garmouth - - F.C. 11	80 0 0 *a*	57	21 10 0
		65	21 10 0
Hopeman - - F.C. 11	- - *a*	93	63 0 0
		98	33 0 0
Hopeman - - G.A. 11	- - -	67	40 10 0
Kinloss, Female 2	- - -	25	20 16 8
Kinloss - - P.			
Kintessack (Dyke) 3	- - -	35	14 0 0
Knockando, Female Industrial - 2	124 10 0	35	14 0 0
Knockando - P. 2	- - -	39	16 5 0
Logie - - 3	- - -	105	33 10 0
Lossiemouth - F.C. 11	- - *a*	93	29 11 8
		99	34 0 0
Lossiemouth, Boys G.A. 11	522 1 6	162	100 6 8
Lossiemouth, Girls G.A. 11	- - *a*	80	51 0 0
		82	53 10 0
		36	10 0 0
Mosstowie, District 11	- - *a*	54	15 0 0
Rafford the Burgie - - - 3	- - -	43	15 0 0
Rafford the Reade, Female Industrial 3	- - -	41	14 0 0
Rothes Society, Female - - 2	- - -	48	35 10 0
St. Andrew's, Lhanbryd - P. 2	- - -	53	18 6 8
‡Speymouth - P.			
Spynie - - P.			
Urquhart - - F.C. 3	- - -	60	32 3 4
Urquhart - - P. 2	- - -	63	17 10 0
FIFESHIRE.			
Aberdour - - F.C. 11	- - -	39	23 0 0
Aberdour - - P. 4	- - -	92	64 0 0
Andrew's, St. (Fisher's) Ch. of S. 7	360 0 0	228	88 0 0
Andrew's, St., Infants - Ch. of S. 7	200 0 0	112	51 10 0
Andrew's, St. - Madras College - - -			
Anstruther, Easter F.C. 11	222 0 0	222	106 6 8
Auchtermuchty F.C. 3	65 0 0	106	58 0 0
Auchtermuchty, Madras - - 2	278 0 0	122	55 0 10
Auchtermuchty P. 2	- - -	117	40 10 0
Balmerino - P. *d*			
Blebo Craigs, Girls' *b*			
Bogie, West - F.C. 6	38 15 0	49	10 8 4
Bonerbo, Female 3	- - -	50	17 10 0
‡Boreland - - P.			
Boreland Colliery 7	- - -	54	15 0 0
Brunton, Flisk, and Creich - F.C.	80 0 0		
Buckhaven Links - 6	- - -	95	50 10 0
Buckhaven Village, Subscription - 6	500 0 0	140	86 10 0
Burnside, Endowed	45 10 0		
Burnside, Subscription - 3	- - -	64	22 1 8
Burntisland Burgh 11	- - *a*	172	83 3 4
		166	79 4 2
Burntisland - Epis. 11	- - *a*	48	27 10 0
		47	30 0 0
Burntisland - F.C. 10	- - -	161	27 5 0
Burntisland, Infant - - F.C. 10	- - -	165	101 0 0
Cameron - - P. 7	- - -	39	15 0 0

a For two years. *b* School closed. *c* Due, but not paid. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Carnbee - - F.C. 3	151 0 0	41	18 0 0
Cellardyke, Female 6	*110 0 0	169	66 10 0
Ceres - - - P. 2	- - -	190	80 1 8
Ceres, Female Industrial - 2	- - -	53	8 15 0
Cluny, Colliery Est. Ch.			
Colinsburgh, Self-supporting - 2	95 0 0	58	31 5 0
Collessie - - F.C.	120 0 0		
Collessie - - P. 3	- - -	80	46 6 8
Crail - Burgh 6	- - -	128	63 8 4
Crail, Town and Parochial - - 6	- - -	94	56 6 8
Cupar, Madras Academy Ch. of S. 7	- - -	189	31 10 0
Cupar, Madras Academy, South Branch - - 7	170 0 0	215	47 0 0
†Dairsie - - F.C.			
Dairsie - - P. 2	- - -	63	12 7 6
Dalgety - - P. 4	- - -	83	47 0 0
Denhead, Subscription - Ch. of S.	67 10 0		
Denino - Ch. of S. 7	- - -	69	16 10 0
Donibristle, Colliery 11	- - *a*	76	49 11 8
		68	15 0 0
Dunbog - - P. 3	- - -	60	35 8 4
Dunfermline Abbey F.C. 10	400 0 0	136	58 17 6
Dunfermline, Female Industrial Ch. of S. 7	645 0 0	648	252 0 0
Dunfermline, Golfdrum M'Lean's G.A. 7	367 0 0	216	80 0 0
Dunfermline, St. Leonard's Works 7	- - -	280	157 10 0
Dunfermline, St. Margaret's - R. 5	- - -	57	25 0 0
Dunfermline, Trinity - - Epis.			
†Dunfermline, Wilson's Institution.			
Dunshelt - Ch. of S.			
Dysart, Burgh and - - - P.			
Dysart, Industrial 7	- -	99	4 3 4
Dysart, Subscription 7	*330 0 0	160	73 3 4
" "	140 0 0		
Earlsferry, Infant and Industrial F.C. 10	78 0 0	48	35 0 0
Earlsferry, Subscription - - 2	112 17 8	42	15 0 0
Easter Fernie, Boys' - - Sess.	88 0 0		
Elie, Female and Infant - - 2	- - -	51	25 16 8
Elie - - - P. 2	- - -	62	23 15 10
Falkland - - P. 2	- - -	114	32 5 0
Ferryport-on-Craig F.C. 7	124 0 0	166	95 10 0
Ferryport-on-Craig P. 2	- - -	121	42 15 0
Flockhouse - F.C. 3	- - -	81	32 10 0
Forgan - - P. 2	- - -	58	13 10 0
Forth, Iron Works.			
Freuchie, Girls - Freuchie, Subscription - - 2	- - -	172	90 11 8
Gallatown, Subscription - - 11	434 16 0	141	85 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Gilston, New, Subscription Ch. of S. 2	53 0 6	54	26 5 0
Kelty - - - F.C. 3	- - -	63	55 10 0
Kembach - - P.			
Kennoway - - P. 6	- - -	111	75 0 0
Kettle - - P. 3	- - -	124	75 0 0
Kettlebridge, Subscription - 4	- - -	52	15 0 0
Kilconquhar - P. 2	- - -	92	32 5 10
Kilmany - - P. 6	- - -	46	27 10 0
Kinghorn - - F.C. 10	- - -	41	25 0 0
		28	
Kingsbarns - P. 6	- - -	131	53 5 0
Kirkaldy, Burgh G.A.			
Kirkaldy, Industrial Ragged.			
Kirkcaldy, Stewart's Lane, Female Subscription - - 10	- - -	64	46 0 0
Ladybank - Ch. of S. 3	340 5 0	96	68 13 4
Largo Durham Charity Ch. of S. 2	144 0 0	112	40 13 4
Largoward, Subscription - - 2	- - -	55	26 12 6
Lassodie, Colliery 11			
Leslie - - - P. 12	*430 0 0*a*	133	99 16 8
		124	57 16 8
†Letham, Lady Leven's.			
Letham, Subscription - Ch. of S. *b*			
Leuchars - - P. 2	- - -	81	32 7 6
Leven - - F.C. 10	- - -	171	89 0 0
Limekilns, Village 6	- - -	86	52 16 8
Lochgelly (Iron Company's) Ch. of S. 11	387 15 0*a*	362	237 3 4
		378	185 14 2
Lumphinnans, Colliery - - 3	- - -	90	31 10 0
Lundin Mill, Subscription - 2	330 0 0	107	39 10 10
Markinch - - F.C. 10	- - -	111	56 10 0
Markinch, Lady Balfour's.			
Monance, St., Infants - - G.A. 11	125 0 0*a*	40	19 16 8
		30	14 0 0
Monance, St. - P. 11	- - -*a*	84	30 9 2
		89	49 0 0
Monimail - - F.C.	90 0 0		
Monimail - - P. 4	- - -	45	21 10 0
Newburgh, Madras, Female - Ch. of S. 12	318 0 0*a*	89	32 11 8
		89	19 16 8
Newburgh - P. 12	- - -*a*	125	112 0 0
		123	79 5 0
Newport - - F.C. 7	182 0 0	123	59 0 0
Pathhead and Sinclairtown, Subscription - 10	338 10 0*a*	298	137 10 0
		289	140 0 0
Pitlessie - - F.C.			
Pittenweem, Burgh 11	76 0 0*a*	84	18 0 0
		90	18 0 0
Pittenweem, Infant - - - 11	- - -*a*	45	19 16 8
		40	14 0 0
Prinlaws Works 11	- - -*a*	288	97 18 4
		302	90 13 4
Raith, Little Colliery - - Est. Ch. 11	- - -*a*	159	69 15 0
		150	60 0 0
Scoonie - - P. 6	- - -	135	40 10 0
Sinclairtown, Hawklymuir, and Parkhead, Subscription - 11	- - -	141	70 11 8

a For two years.

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	£ s. d.		£ s. d.
FIFESHIRE—*cont.*			
Springfield - F.C. 7	219 0 0	70	21 10 0
Star, Subscription 7	- - -*a*	79	59 15 0
		78	32 7 6
Strathkinness Est. Ch. 2	- - -	84	31 17 6
Strathkinness - F.C. 7	100 0 0	126	54 0 0
Strathmiglo, Subscription - 2	65 0 0	112	51 8 4
Thornton - - G.A.	180 0 0		
Torryburn - - P. 6	- - -	70	45 10 0
Townhill, Colliery 7	- - -	153	51 10 0
Wemyss, Colliery, Girls - - - 11	- - -*a*	88	14 3 4
		88	25 0 0
Wemyss, East - F.C. 10	378 0 0	86	85 10 0
Wemyss, East - P. 11	- - -*a*	92	80 14 2
		123	62 11 8
FORFARSHIRE.			
Airlie - - - P. 5	- - -	51	18 0 0
Aldbar, Private - 5	- - -	34	13 8 4
Arbilot - - - P.			
Arbroath, Abbot Street - - 11	- - -	204	14 6 8
Arbroath, Dale Cottage Reformatory,			
Arbroath, Abbey Church - -	240 0 0		
Arbroath, East - F.C.	- - -*a*	122	63 0 0
		115	68 0 0
Arbroath, Educational Society's - - F.C.			
Arbroath - - - P. 11	- - -	332	110 4 2
Balkello, Self-supporting Ch. of S.			
Barrie - - F.C. 1	70 0 0	51	23 0 0
Blacklunmans - - G.A.			
Bonniton - - F.C. 1	168 0 0	58	40 0 0
Braes of Coull Ch. of S. 5	- - -	37	15 0 0
Brax, The Gwynd 5	- - -	35	14 0 0
Brechin - - F.C. 11	177 10 0	190	102 0 0
Brechin, Infant	*220 0 0		
Brechin - - P.			
Brechin, St. Andrew's - - Epis.			
Brechin, the Tenements - 10	569 0 0	401	195 1 8
Broughty Ferry, Beach Mission - 5	- - -	77	20 10 0
Broughty Ferry F.C. 5	186 0 0	181	96 10 0
Broughty Ferry, Industrial - *b*			
Broughty Ferry (West Ferry) - Sess. 7	- - -	114	50 0 0
Burnside of Inshewan - - G.A.	90 0 0		
Carmyllie Greystone - - F.C. 3	244 12 6	51	20 0 0
Carnoustie - F.C. 5	460 0 0	206	112 0 0
Carnoustie, Subscription - 6	- - -	31	15 0 0
Carnoustie, Female United Pres. 5	- - -	27	33 6 8
Charleston - 5	- - -	71	20 0 0
Clova, Subscription - - 5			
Colliston - - F.C. 1	- - -	53	18 0 0
Craig - - - P. 1	- - -	115	18 15 0
Craigo Works Ch. of S. 11	- - -	55	33 0 0
Craigton, Girls.			
Cupar Angus - P.			

a For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
	£ s. d.		£ s. d.
FORFARSHIRE—*cont.*			
Denside, Female, Undenominational 11	- - -*a*	50	15 3 4
		33	14 0 0
Dudhope - - F.C. 5	- - -	75	25 0 0
Dun - - - P. 1	- - -	68	31 0 0
Dundee, Blackscroft East Church P. 7	- - -	253	77 16 8
Dundee, Butterburn District, Subscription - 7	- - -	106	89 0 0
Dundee, Chalmers' - - F.C. 5	312 0 0	353	200 16 8
Dundee, Chapelshade - - F.C. 5	- - -	183	92 13 4
Dundee, Hill Town - - F.C. 5	400 0 0	386	149 16 8
Dundee Hilltown Mission - - F.C. 5	- - -	113	19 13 4
Dundee, East Church, Longwynd - - P. 7	- - -	156	119 10 0
Dundee, Meadowside, Male - Sess. 7	*370 0 0	167	86 18 4
Dundee, Meadowside, Female - Sess. 7	- - -	204	101 10 0
Dundee, North-east District, Juvenile and Infant (Crescent St.) - - - F.C.	472 10 0		
Dundee Park Wynd, Infants F.C.	*240 0 0		
Dundee, Prince's Street Chapel - 7	- - -	217	61 10 0
Dundee, Rood Yards - - Epis. 4	- - -	166	85 0 0
Dundee, Rosebank - - Sess. 7	278 0 0	251	84 0 0
Dundee, Russell 8	- - -*a*	129	15 0 0
		40	
Dundee, St. Andrew's - - R.			
Dundee, St Andrew's - - Sess. 7	450 0 0	411	197 13 4
Dundee, St. Andrew's - - F.C. 6	- - -	264	145 6 8
Dundee, St. David's - - F.C. 6	550 0 0	185	103 5 0
Dundee, St. David's - - Sess. 7	- - -	86	11 5 0
Dundee, St. Enoch's, Free Cong. 6	- - -	81	46 11 8
Dundee, St. John's, Boys - F.C. 6	*260 0 0	123	66 18 4
Dundee, St. John's, Girls - F.C. 6	163 12 6	152	64 0 0
Dundee, St. John's - - Sess. 7	407 13 3	291	146 10 0
Dundee, St. Joseph's (Blackness Road) - R. 9	- - -	181	13 6 8
Dundee, St. Mary Magdalene's - Epis. 4			
Dundee, St. Mary's - - R. 6	- - -	301	144 15 0
		235	
Dundee, St. Paul's (Boys) - - Epis.			
Dundee, St. Paul's F.C. 5	- - -	180	59 0 0
Dundee, St. Peter's - - F.C. 6	85 0 0	353	195 8 4
Dundee, St. Salvador's - - Epis. 4	- - -	230	114 5 0

b School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Dundee, St. Stephen's - R. 6	- - -	376	80 5 0
Dundee, Smithfield Epis. 4	- - -	141	47 5 0
Dundee, Wallace Town, Juvenile F.C. 5	- - -	266	125 10 0
Dundee, Wallace Town, Infant and Industrial F.C.			
Dundee, Wallace Town - - Sess. 7	- - -	156	49 10 0
Dunnichen - F.C. 3	184 16 0	114	67 0 0
Dunnichen - P. 5	- - -	26	23 0 0
Edzell, Female - 1	- - -	42	7 10 0
Fearn - - P. 1	- - -	44	17 5 0
Ferryden, Fishermen's - - G.A.	80 0 0		
Ferryden, Infants - - G.A.	*75 0 0		
Folda Society -	233 4 0		
Forfar, Burgh.			
Forfar, East Town End, Free - 5	200 0 0	172	87 10 0
Forfar, Female Industrial - 11	388 0 0	159	57 6 8
Forfar, North End, Burgh - 11	357 0 0	198	76 13 4
Forfar - - P. 11	- - -	96	21 10 0
Forfar, West Town End, Free - 5	121 0 0	162	96 13 4
Fotheringham, Girls - - F.C. *a*			
Friockheim - F.C. 1	- - -	85	55 5 0
Friockheim - G.A. 6	*70 0 0 100 0 0	137	31 10 0
Glenisla Brewlands - - F.C. 3	196 0 0	24	14 0 0
Glenisla - - P. 5	- - -	13	20 0 0
Glen Ogilvy, The Milton - - 5	- - -	27	21 10 0
Greenfield, Free, St. John's, Female - - F.C.			
Guthrie - - P. 5	- - -	47	5 0 0
Inverbrothock - F.C. 11	- - -	188	94 0 0
Inverbrothock - Sess. 11	300 0 0	249	98 10 10
Inverkeilor - P. 1	- - -	131	49 2 6
Inverkeilor Chapelton, Side - P. 1	- - -	84	27 7 6
Kettins - Female 5	- - -	52	33 10 0
Kiry Society's.			
Kinnaird, Farnell, Female - - - *b*			
Kinettles - - P. 5	- - -	76	36 10 0
Kirkbuddo - F.C. 3	100 0 0	37	15 0 0
Kirriemuir, Industrial - - 11	- - -	103	67 0 0
Kirriemuir, St. Mary's - - Epis. 2	- - -	110	102 13 4
Kirriemuir, South - - F.C. 11	- - *c*	75 91	35 0 0 37 10 0
Kirriemuir, Webster's Seminary - - 12	- - -	211	119 6 8
Ladyloan - - F.C. 11	20 0 0	222	144 18 4
Letham, Feuar's School - - 6	- - -	58	22 15 0
Lethnot and Navar - - Female 1	- - -	14	15 0 0
Lethnot and Navar - - - P. 1	- - -	28	16 2 6
Liff - - - F.C. 3	132 0 0	40	23 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Liff - - - P.			
Lintrathen, Female 5	- - -	40	13 0 0
Lintrathen - P. *a*			
Loanhead - Sess. 11	335 0 0	101	63 13 4
Lochee - - Epis. 4	- - -	165	75 13 4
Lochee - - F.C. 11	- - - *c*	79 112	50 10 0 55 10 0
Lochee, St. Mary R. 6	- - -	58	29 0 0
Lochee - - Sess. 6	*130 0 0	100	54 0 0
Lochlee - - Epis. *d*			
Lochlee - - P. 1	- - -	40	12 7 6
Logie Pert - P. 1	- - -	57	29 5 0
Lunan - - P. 1	- - -	51	22 10 0
Lunnanhead, Madras, Self-supporting - - G.A. 6	85 4 10	71	37 10 0
Mains - - P. *a*			
Mains and Strathmartin - F.C. 3	- - -	49	22 0 0
Maryton - - P. 1	- - -	40	17 5 0
Marywell Village.			
Menmuir - - P. 1			
Milton - Ch. of S.			
Monifieth, Female 6	- - -	73	29 10 0
Monifieth - - P. 6	- - -	196	57 16 8
Monikie, Female F.C. 1	- - -	84	41 6 0
Montrose, Castle St. Mission - 11	373 5 0 *c*	105 137	59 0 0 53 3 4
Montrose, Dorward's Seminary, Upper - - F.C. 6	- - -	177	56 10 0
Montrose, Dorward's Seminary, Lower.			
Montrose, Hill Side - - F.C. 5	169 0 0	62	36 13 4
Montrose, Old, Female - - 1	- - -	26	7 10 0
Montrose, St. John's - Sess. 10	382 0 0 *c*	123 155	82 10 0 104 0 0
Montrose, St. John's - - F.C. 6	*200 0 0 126 0 0	226	167 16 8
Montrose, St. Mary's - - Epis. 4	- - -	134	56 0 0
Montrose, White's Free - Ch. of S. 10	- - -	172	56 16 8
Montrose, White's Place, Infant - - 11			*e*
Muirland - Sess. 1	*60 0 0	39	10 10 0
Muirside of Kinnell, Female - 5	- - -	42	18 0 0
Newtyle, Female 5	- - -	54	11 0 0
Panbride - - P. 6	- - -	40	16 13 4
Pitkennedy, Subscription - - 5	68 0 0	20	10 0 0
Podge - - - 5	- - -	47	11 0 0
Rescobie - - P. 5	- - -	35	21 10 0
Scryne, Female (Panbridge) - F.C. 1	- - -	42	18 0 0
Stracathro - P. 1	- - -	73	17 5 0
Strathmartine - P.			
Tannadice - P. 5	- - -	66	
Tealing - - F.C. 3	73 10 0	24	14 0 0
Vigeans St. - P. 5	- - -	63	34 0 0
Vigeans St. (Colliston) Second P. 5	193 2 6	37	15 0 0
Wateresk Side.			
Westmuir, Subscription - - 5	- - -	36	5 0 0
Woodend, Female.			

a Removed from inspection. *b* School discontinued. *c* For two years. *d* School closed.
e Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
HADDINGTONSHIRE.	£ s. d.		£ s. d.
Aberlady - - P. 4	- - -	85	21 10 0
Barns, East Ch. of S. 4	- - -	86	57 10 0
Belhaven (Dunbar) - Ch. of S.	121 8 9		
Belhaven, Infant and Industrial.			
Berwick, North - P. 4	- - -	136	61 5 0
Cockenzie District - - 1	- - -	129	72 0 0
Drem - - - *a*			
Dunbar, Belhaven F.C. 2	64 0 0	38	16 10 0
Dunbar - Burgh 11	- - -	115	70 0 0
Elphinstone - G.A. 11	145 0 0	114	41 10 0
Garvauld, Female 4	- - -	57	10 0 0
Gladsmuir, Iron Works - - 1	- - -	52	21 10 0
Gladsmuir - - P. 4			
Haddington, Industrial - - F.C. 11	120 15 9	121	53 0 0
Haddington, Millwynd - - 11	- - -	61	21 10 0
Haddington - P. 11	- - -	275	101 0 0
Keith - - P. 4	- - -	55	24 2 6
Kingston Side - 4	- - -	54	32 10 0
Longniddry Ch. of S. 4	280 0 0	75	35 10 0
Longyster - Est. Ch. 4	- - -	32	15 0 0
Morham - P. 4	- - -	41	20 0 0
Morrisonshaven District Elementary 2	- - -	47	8 19 2
Ormiston - - F.C. 2	- - -	44	23 0 0
Pathhead, St. Mary's - - R.			
Pencaitland - P.			
Pencaitland (Newtown) - - 2	- - -	54	25 19 2
Prestonkirk, Female - - Sess. 4	- - -	104	59 0 0
Prestonkirk - F.C. 2	100 0 0	123	83 13 4
Prestonkirk - P. 4	- - -	106	66 10 0
Prestonpans - F.C. 2	104 0 0	143	77 0 0
Salton - - P. 2	- - -	39	27 1 8
Salton, West, Female - - - 2	- - -	40	15 0 0
Samuelston - 4	- - -	28	13 6 8
Spott - - *b* P. 11	- - -	63	16 10 0
Stenton, Female P. 4	- - -	60	30 0 0
Tranent, Female, Subscription - 11	- - -	75	46 10 0
Tranent - - F.C. 1	72 10 0	131	65 16 8
Tranent - - P. 11	- - -	114	51 10 0
Tranent, New Winton - Ch. of S. 2	- - -	40	22 13 4
Yester - - F.C. 2	- - -	71	37 10 0
Yester - - P. 4	- - -	46	21 10 0
INVERNESS-SHIRE.			
Aigas, Subscription - Ch. of S.			
Aodunban and Flashadder Ch. of S. 8	180 0 0	30	15 0 0
Ardersier - - F.C. 2	- - -	96	57 0 0
Ardersier - - P. 3	- - -	37	35 0 0
Arnisdale - - G.A. 4	- - -	23	12 10 0
Arnizort - - F.C. 8	- - -	59	14 0 0
Balevanick, South Uist - - - F.C.			
Beauly - - F.C. 2	- - -	74	39 0 0
Beauly - - R. 4	- - -	25	21 10 0

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
INVERNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Belleville - - G.A. 3			
Blairbeg - - - 4	- - -	62	33 10 0
Boleskine - - P.			
Brae (Isle of Skye) - - F.C.	241 6 6		
Braes Macdiarmid - - Endow. 8	- - -	25	15 0 0
Bunroy - - G.A.			
Camiscross - G.A.			
Cannick Bridge Ch. of S. 3	- - -	40	25 0 0
Carbost - - G.A. 8	125 0 0	32	15 0 0
Colbost - Ch. of S. 8	85 10 0	35	25 0 0
Corriemony - Fem.			
Croy - - - P. 3	- - -	50	11 13 4
Culloden - - F.C. 2	- - -	68	44 0 0
Dallarossie (Moy) G.A.	22 0 0		
Daviot - - F.C. 2	85 0 0	52	42 10 0
Dochgarroch - G.A. 3	- - -	73	17 10 0
Dores - - - P. 4	- - -	53	39 0 0
Drumfearn District - - F.C.			
Duirinish - - P. 8	- - -	54	40 0 0
Dulnain Bridge - 3	272 0 0	52	40 10 0
Dunskellar, Parliamentary - 8	- - -	51	15 0 0
Eskadale - - R. 4	- - -	17	12 0 0
Farraline Park (Bell's) - - - 10	- - -	497	88 0 0
Flichity - - Epis. *a*			
Fort Augustus - G.A. 3	- - -	33	21 0 0
Fort William - F.C. 7	- - -	67	62 0 0
Glenconvinth - F.C. 7	- - -	59	40 0 0
Glengary - G.A. 3	- - -	32	7 10 0
Glenurquhart - P. 4	- - -	63	30 0 0
Grantown, Female 3	- - -	119	59 3 4
Grantown - - F.C. 7	- - -	84	45 5 0
Grantown, Grammar - - - 3	- - -	104	76 10 0
Harris, Lady Dunmore's Industrial - - 8	- - -	30	8 6 8
Harris - - P. 8	- - -	25	16 10 0
Inverness, Dr. Bell's, Central 10	- - -	206	72 10 0
Inverness, Female Industrial - 10	- - -	159	66 0 0
Inverness, Model F.C. 10	649 7 8	152	81 13 4
Inverness - - G.A.	*125 0 0		
" - - "	87 0 0		
Inverness, Rainings - - - 4	- - -	171	48 10 0
Inverness, Tanner's Lane Reformatory.			
Inverness, The Bishop's - - Epis. 8	530 0 0	164	100 10 0
Jochdonar, Christian Knowledge Society - - 8	- - -	33	21 0 0
Kilmalie - - P. 4	- - -	64	25 5 0
Kilmonivaig - P. 4	- - -	52	25 16 8
Kilmorack - P. 3	- - -	54	35 10 0
Kincras - - F.C. 7	- - -	53	35 0 0
Kirkhill - - F.C. 2	- - -	89	33 13 4
Kirkhill - - P.			
Kyleakin - - G.A. 8	- - -	39	8 15 0
Loanmore - - F.C. 8	181 0 0	29	16 13 4
Moy - - - F.C.	75 12 0		
†Mussady, Female.			
Nairnside - - 2	- - -	63	37 10 0

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
INVERNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Newtonmore (Kingussie) - F.C. 7	- - -	62	30 0 0
Penefiler - - G.A.			
Portree, Congregational - - F.C. 8	- - -	32	25 0 0
Rassay - - F.C. 8	- - -	16	15 0 0
Snizort, Congregational - - F.C. 8	133 0 0	44	15 0 0
Snizort - - P. 8	- - -	28	
Stratherrick - F.C. 2	226 16 0	53	35 0 0
Strathnairn - Epis. 8	- - -	71	32 10 0
Tarbet - - G.A.			
Tomnacross - P. 3	- - -	80	36 10 0
Uigg - - - G.A. 8	- - -	44	30 0 0
Uist, North - F.C.			
KINCARDINESHIRE.			
Arbuthnot - P. 4	- - -	31	16 10 0
Balfour.			
Banchory, Devenick - - P. 3	- - -	128	67 0 0
Banchory, Ternan F.C. 5	206 15 0	104	65 13 4
Banchory, Ternan, Grammar and P. 12	- - -	52	23 0 0
Benholme - - F.C. 11	- - -	57	21 10 0
Bervie, Gordon's (Female) Estab. Ch. 11	- - -*a*	68	14 0 0
		54	14 0 0
Bourtreebush - F.C. 5	- - -	42	14 0 0
Brachmont - F.C.			
Catterline - - Epis. 4	- - -	40	31 10 0
Cookney - - P. 3	137 8 4	45	20 0 0
Cove - - - Epis. 5	- - -	17	14 0 0
Crathes, Female 3	- - -	45	16 10 0
Cyrus, Saint - F.C. 5	- - -	92	57 0 0
Cyrus, Saint - P. 4	- - -	69	37 10 0
Cyrus, Saint, Porteous, Female - 4	- - -	29	10 0 0
Cyrus, Saint, Straton's Endowed 4	- - -	52	35 0 0
‡Drumlithie - F.C.			
Drumlithie, St. John's - - Epis. 4	- - -	17	14 0 0
Dunnottar - P. 11	- - -	124	57 0 0
Fasque - - P. 4	- - -	45	30 0 0
Fettercairn - F.C. 5	59 0 0	88	59 10 0
Fettercairn - P. 5	- - -	122	63 3 4
Fordoun - - F.C. 5	- - -	39	34 0 0
Garvoch - - P. 4	- - -	35	20 0 0
Glembervie - F.C. 5	- - -	44	31 13 4
Inch - - - 4	- - -	45	34 0 0
Inchmarlo - - G.A. 3	- - -	44	5 7 6
John's Haven, Female - - G.A. 11	- - -*a*	103	18 0 0
		107	18 0 0
Kinneff Barras.			
Kinneff - - P. 4	- - -	87	25 0 0
Laurencekirk, Congregational F.C. 5	- - -	114	47 13 4
Laurencekirk - Epis. 4	- - -	65	55 0 0
Laurencekirk - P. 5	- - -	110	56 10 0
Luthermuir Ch. of S. 4	- - -	34	15 0 0
Maryculter Boys F.C. 5	- - -	41	20 0 0
Marykirk - P. 4	- - -	72	49 0 0
Mossy Hillock Undl. 3	- - -	31	19 3 4
Newtonhill - Epis. 4	- - -	35	13 0 0
Nigg, Cove - P. *b*			
Porthlethen - 6	- - -	92	70 6 8
‡Rickarton, Subscription.			
Scollie's Cross - 3			
Stonehaven - Epis. 4	- - -	88	56 10 0

a For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
KINCARDINE—*cont.*	£ s. d.		£ s. d.
Stonehaven - F.C. 9	- - -	111	37 10 0
Stonehaven, Industrial, Female Epis. 4	- - -	33	16 0 0
Strachan - - P. 3	- - -	54	25 10 0
‡Stranathra - Epis.			
‡Tannachie, District.			
Tipperty, District 5	- - -	35	15 0 0
Waterlair, Subscription - - 5	- - -	61	28 0 0
KINROSS-SHIRE.			
Fossoway - - F.C. 3	80 0 0	58	5 0 0
Fossoway - - P.			
Kinross - - F.C. 3	115 0 0	124	90 6 8
Kinross - - P. 4	- - -	138	55 5 0
Maryburgh Ch. of S.			
Milnathort, Brand's - - 3	- - -	162	74 10 0
Orwell - - P. 4	- - -	99	40 0 0
Portmoak - - F.C. 3	- - -	46	22 18 4
Portmoak - - P. 4	- - -	69	36 10 0
KIRKCUDBRIGHTSHIRE.			
Auchencairn - F.C. 6	75 0 0	66	21 10 0
Balmaghie (Laurieston) - - F.C. 6	78 0 0	56	25 0 0
Balmaghie (Laurieston) - - P.			
Barnbarrock, Subscription - - 2	- - -	40	20 0 0
Borgue - - F.C. 6	- - -	76	41 10 0
Bridge of Dee Ch. of S.			
Buittle, High - P. 2	- - -	40	23 0 0
Buittle Woodhead P. 2	- - -	50	16 10 0
Cally, English - Epis. 3	- - -	57	31 10 0
Castle Douglas, Female - - 2	- - -	38	15 0 0
Castle Douglas - F.C. 6	304 1 3	194	104 16 8
Castle Douglas - P. 2	- - -	51	13 0 0
Castle Douglas - R. 9	- - -	31	14 0 0
Corsock, Female Industrial - 6	- - -	56	34 0 0
Corsock, Boys - 6	- - -	39	20 0 0
Creetown - - G.A.	42 10 0		
Crocketford.			
Dalbeattie, Female - - 2	176 9 4	46	14 0 0
Dalbeattie - - F.C. 6	140 0 0	110	58 16 8
Dalbeattie - - P. 2	55 0 0	152	55 1 8
Dundrennan - F.C. 6	128 0 0	63	27 10 0
Gatehouse, Girthon, Female Ch. of S. 3	- - -	32	15 0 0
Gatehouse - - F.C. 6	158 5 0	59	44 0 0
Girthon - - P. 3	- - -	58	32 0 0
Irongray (Shawhead) - - F.C. 4	- - -	29	16 10 0
Irongray (Shawhead) - - P. 1	- - -	46	24 14 2
Kells - - P. 2	- - -	63	17 5 10
Kirkbean - - P. 2	- - -	79	53 10 0
Kirkcudbright, Johnston - - F.C. 6	- - -	148	31 10 0
Kirkcudbright, Old Church - G.A. 3	- - -	116	61 0 0
Kirkcudbright, Town-End - Sess. 3	- - -	97	43 6 8

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
KIRKCUDBRIGHT—*cont.*	£ s. d.		£ s. d.
Kirkdale, Subscription - 2	53 0 0	27	15 0 0
Kirkgunzeon - P. 2	- - -	74	36 10 0
Kirkmabreck - G.A. 2	- - -	78	40 0 0
Kirkpatrick, Durham, Female Industrial - 3	- - -	35	14 0 0
Kirkpatrick, Durham - - - P. 3	- - -	94	52 0 0
Laggan Branch - P.	221 0 0		
Maxwelltown, Burgh - - 7	292 7 6	231	141 10 0
Maxwelltown - F.C. 6	133 12 6	138	59 8 4
Path (Monigaff) - - - 2	- - -	27	10 16 8
Rhonehouse by Kelton - - P.			
Roughtree (Irongray) - - P. 1	- - -	24	18 6 8
Terregles - - P. 1	- - -	48	15 2 6
Tongland - - P. 3	- - -	37	16 10 0
Tongland (Ringford), Female Industrial - 6	- - -	40	14 0 0
Troqueer - - P. 2	- - -	64	45 10 0
Troqueer, Whinnyhill - - - Ch. of S. 2	54 10 0	47	13 15 0
Urr - - - P. 2	- - -	81	37 13 4
Urr-Haugh - P.	161 15 0		
Urr-Milton - P.	72 0 0		
Whinnie Liggate 3	- - -	40	8 19 2
LANARKSHIRE.			
Abington (Sir H. Colebrooke's) - 4	- - -	49	23 0 0
Airdrie (Alexander's) - - 7	- - -	196	138 0 0
Airdrie, Free West Church - - F.C. 2	372 10 0	230	151 0 0
Airdrie (Rawyard's), East Parish - - G.A. 7	*150 0 0	108	30 0 0
Airdrie - - R. 3	- - -	281	108 3 4
Airdrie, St. John's - - Epis. 10	- - -	227	95 10 0
Allanton - - 7	- - -	65	36 10 0
Arden, Subscription.			
Auchinearn - P.			
Auchinheath, Boys, Subscription - - - 10	- - -	103	54 5 0
Auchinheath, Girls - - - 10	- - -	84	49 5 0
Avondale - - P.	*250 0 0		
Bargeddie, Subscription - - 6	- - -	177	69 0 0
Bellshill, Subscription - -	270 0 0		
Bent, Subscription - - - 6	- - -	79	29 5 0
Biggar, Female Industrial - 4	71 11 3	57	48 10 0
Biggar, Infants - G.A. *a*	75 0 0		
Biggar - - P. 4	- - -	117	61 10 0
Biggar, Subscription - - - 3	245 0 0	84	49 0 0
Bishopbridge Ch. of S. 1	- - -	58	33 10 0
Blackquarry - F.C.			
Blantyre - - P. 3	- - -	120	49 0 0
Blantyre Works - - 3	- - -	140	95 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Bothwell, Uddingstone - - F.C. 2	98 0 0	134	94 10 0
Bothwell - - P.	*60 0 0		
Braehead, St. Andrew's - P. 6	123 10 0	85	35 10 0
Braidwood, Subscription - - - 5	- - -	100	40 10 0
Bridgeton - - F.C. 3	220 10 0	294 / 70	185 16 8
Bridgeton - - P. 2	*600 0 0	300	150 13 4
Bridgeton, Public 12	*375 0 0	343	239 13 4
" " - G.A."	72 0 0	239	
Broomgate " - G.A."	*225 0 0		
Calderbank, Monkland Iron Works 10	- - -	174	119 13 4
Calder Iron Works 10	- - -	138	71 16 8
Cambuslang - P. 5	- - -	104	42 13 4
Cambuslang, School of Industry - 6	- - -	36	36 10 0
Cambuslang, Subscription - - 5	- - -	103	78 0 0
Cambusnethan - P. 7	- - -	218	111 1 8
Carfin, Colliery - 7	- - -	73 / 17	38 0 0
Carfin - - R. 3	- - -	124	58 16 8
Carluke - - R. 3	- - -	78	43 3 4
Carmyle (Old Monkland) - 4	- - -	74	38 0 0
Carnbroe Iron Works - - 10	380 0 0	126	80 8 4
Carnwath - - F.C. 3	- - -	63	36 10 0
Carnwath - - P. 4	- - -	65	37 10 0
Carnwath (Forth), Subscription - 6	226 17 6	113	38 6 8
Carstairs, Caledonian Railways - - 4	- - -	127	33 10 0
Chapel, District - 7	212 0 0		
†Chapelhall Iron Works - - 10	- - -	180	3 6 8
Chapelhall (Airdrie) - - R. 3	- - -	164	74 3 4
†Chapelhall, Subscription.			
Chryston, Female, Subscription - 3	*70 0 0	29	15 0 0
Chryston - - F.C. 3	178 0 0	70	23 0 0
Chryston Side - P. 7	- - -	41	16 10 0
Clarkston - - 1	- - -	224	94 5 0
Coatbridge, Dundyvan Works - 10	- - -	253	108 13 4
†Coatbridge - Epis.			
Coatbridge - F.C. 2	177 15 0	193	90 10 0
Coatbridge, St. Patrick's - - R.			
Coltness Iron Works (Mayfield) - - 7	- - -	146 / 21	84 5 0
Coltness Iron Works - - 7	842 0 0	629	327 5 0
Coltness Iron Company (Overtown) - - 7	- - -	344	159 0 0
Covington - - P. 4	- - -	35	25 1 8
Craigneuk, Public 7	441 6 9	437 / 96	174 0 0
Craigneuk, Watsonville Branch 7	- - -	79	28 10 0
Crawford - - P. 4	- - -	57	34 0 0
Crawfordjohn, Female - - 4	- - -	28	10 0 0
Crawfordjohn - P. 4	- - -	46	15 0 0

a School extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Crossford, Subscription - 5	- - -	95	20 0 0
Crosshills, Branch P. 2	- - -	95	43 0 0
Dalserf - - P. 6	- - -	149	56 13 4
Dalziel, Colliery 4	- - -	66	32 10 0
Dalziel - - P. 4	- - -	176	63 3 4
Eastmuir - - R. 5	- - -	186	61 14 2
Elsridge Hill.			
Faskine and Palacecraig - Estab. Ch. 3	- - -	82	19 0 0
Fullarton, Clyde. Iron Works - 5	- - -	187	111 0 0
Gain (near Airdrie). Garnqueen, Subscription - 7	- - -	60	10 0 0
		9	
Gartsherrie, Fourth - - G.A. 10	- - -	146	94 0 0
Gartsherrie, St. James' - Ch. of S. 10			
Gartsherrie, St. George's - - P. 10	- - -	105	15 0 0
Gartsherrie, St. Mary's - Ch. of S. 10	650 0 0	22	13 0 0
Gartsherrie Works, 1st division, Ch. of S. 10	949 0 0	338	152 2 6
		43	
Glasford - - P. 3	- - -	56	34 0 0
Glasgow, Anderston, Burgh Sch. of Ind. - - 2	*850 0 0	365	175 0 0
Glasgow, Anderston - - - F.C. 3	- - -	185	90 6 8
Glasgow, Balfour, St. Paul's, P. 4	- - -	260	100 5 0
Glasgow, Balfour, St. Paul's, Industrial - 4	- - -	42	29 10 0
Glasgow, Bluevale - - - Sess. 11	250 0 0	212	112 0 0
Glasgow, Bridgegate (Old Wynd) F.C. 2	- - -	368	146 1 8
		75	
Glasgow (Broomhill Street) - Sess. *a*			
Glasgow, Broomielaw, Carrick Street - - 2	- - -	69	19 14 2
Glasgow, Brownfield, St. George's Boys' Indust. - 1	*700 0 0	102	60 17 6
		23	
Glasgow, Brownfield, School of Industry - - G.A. 1	*600 0 0	130	56 16 8
Glasgow, Burnside Mission - 3	- - -	103	7 6 8
Glasgow, Calton P. 12	- - -	335	28 15 0
		73	
		349	157 0 0
		52	
Glasgow, Chalmers' Street Sess. 3	*760 0 0	248	150 8 4
Glasgow, Christ's Church - - Epis. 10	*425 0 0	186	75 15 0
Glasgow, College - - - P. 1	400 0 0	223	110 0 0
		62	
Glasgow, Cowcadden's - Ch. of E. 10	- - -	168	102 10 0
Glasgow, Cowcadden's, Infants - G.A.	*150 0 0		
Glasgow, Finniestoun Mission - 2	316 15 0	480	198 3 4
Glasgow (Free) Tron, Bridgegate - - F.C. *c*			-

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, Gardiner's Public.			
Glasgow, Gorbals, East, Territorial - - F.C. 3	- - -	770	342 6 8
		158	
Glasgow, Gorbals, Free Mission.			
Glasgow, Gorbals, Local Mission - - G.A.	200 0 0		
Glasgow, Gorbals, Youths - P. 2	*600 0 0	432	209 5 0
Glasgow, Green Street Mission - 3	- - -	511	290 19 8
		100	
Glasgow, Highland Society's - 3	- - -	725	379 16 8
Glasgow, House of Refuge (Duke Street), Male.			
Glasgow, House of Refuge (Parliamentary Row), Female.			
Glasgow, Hutchiesontown, St. Francis - - R. 3	- - -	180	9 10 0
Glasgow, Hutchiesontown - Sess. 5	- - -	295	120 10 0
Glasgow Industrial and Reformatory (61, Rottenrow St.)			
Glasgow, Kelvinhaugh - - Sess. 1	466 0 0	220	94 10 0
Glasgow, Lennox - - - 2	- - -	106	54 9 0
Glasgow, Lower Lennox - - 2	- - -	72	59 3 6
		11	
Glasgow, Martyr's Ch. of S. 2	372 4 0	408	241 6 8
		204	
Glasgow, Milton Ch. of S. 2	400 0 0	261	175 6 8
		36	
Glasgow, Milton, Industrial - Ch. of S.			
Glasgow, Model Ch. of S. 2	*1,000 0 0	636	420 13 4
" " "	1,000 0 0		
Glasgow, Model - F.C. 2	- - -	637	400 8 4
Glasgow, Murdoch's Industrial - -	450 0 0		
Glasgow, Old Wynd - - F.C. *d*	350 0 0		
Glasgow, Park Head, Barony - Sess. 2	333 0 0	338	160 6 8
Glasgow, Park Head, Female-			
Glasgow, Renfield Street, United Presbyterian Church Mission.			
Glasgow, St. Aloysius' - - R. 3	- - -	90	11 6 8
Glasgow, St. Alphonsus' - R.			
Glasgow, St. Andrew's - - P. 5	572 5 0	253	144 13 4
Glasgow, St. Andrew's - - R. 3	- - -	730	169 3 4
		93	
Glasgow, St. David's - - P. 2	- - -	221	132 10 10
		24	

a Now forms part of Port Dundas, Sess. S. *b* For two years. *c* School given up.
d School discontinued; premises occupied by "Glasgow Bridgegate F.C.S."

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, St. Enoch's - - Sess. 2	*750 0 0	951	446 0 0
" " - "	407 12 0	79	
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	492	212 10 0
		40	
Glasgow, St. George's (Renfield Street) - F.C. *a*			
Glasgow, (St. George's Road) St. George's - 2	- - -	289	158 10 0
Glasgow, St. James' Parish, Female Industrial - - - 5	- - -	81	15 0 0
Glasgow, St. James' - - Sess. 5	*450 0 0	363	184 5 10
		45	
Glasgow, St. John's (Armfield) - - Sess. 5	- - -	360	167 14 8
		41	
Glasgow, St. John's (David Street, Gallowgate) - - Sess. 5	742 0 0	397	192 3 4
		30	
Glasgow, St. John's - - F.C. 2	- - -	231	138 13 4
		68	
Glasgow, St. John's (Hill Street), Industrial - - F.C. 2	- - -	94	55 0 0
Glasgow, St. John's (McFarlane Street) - 3	- - -	267	119 6 8
Glasgow, St. John's (Portugal St.), Boys - R. 3	- - -	172	79 16 8
Glasgow, St. John's (Portugal St.), Girls R. 3	- - -	311	97 13 4
Glasgow, St. John's (Young Street), Female Sess.			
Glasgow, St. John's (Young Street) - Ch. of S. 2	490 0 0	312	163 5 0
		23	
Glasgow, St. Joseph's - - R. 3	- - -	453	195 10 0
Glasgow, St. Jude's (Catherine Street) - Epis. *b*	- - -	—	6 0 0
Glasgow, St. Luke's, Free Industrial.			
Glasgow, St. Luke's - - Sess. 3	*395 0 0	180	106 0 0
		40	
Glasgow (Calton), St. Mary's - R. 3	- - -	596	134 13 4
		153	
Glasgow, St. Mary's (Cowcaddens) - - Epis. 10	- - -	165	72 15 10
Glasgow, St. Matthew's - - F.C. 2	440 0 0	420	207 3 6
		66	
Glasgow, St. Matthew's, Bishop Street - - Sess. 1	- - -	157	49 0 0
Glasgow, St. Matthew's (Boys) - Sess. 1		166	0 0
Glasgow, St. Matthew's (Girls), Industrial - Sess. 1	578 13 6	477	
		42	
			105 0 0
Glasgow, St. Mungo's (Boys) - R. 3	1,000 0 0	241	92 6 8
		51	

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, St. Mungo's (Girls) - R. 3	- - -	275	
Glasgow, St. Mungo's (Freeland) - 5	373 0 0	202	
Glasgow, St. Patrick's - - R. 3	- - -	271	
Glasgow, St. Paul's P. 2	*660 0 0	183	
		32	
Glasgow, St. Paul's, Female F.C. 3	- - -	73	
Glasgow, St. Peter's - - Sess. 1	- - -	167	
		38	
Glasgow, St. Peter's - - F.C. 2	- - -	200	
		28	
‡Glasgow, St. Peter's, Female - F.C.			
Glasgow, St. Rollox 2	- - -	498	
Glasgow, St. Stephen's - P. 11	- - -	481	
		56	
Glasgow, St. Vincent - - R. 3	- - -	243	
Glasgow, The Bishop's - - Epis. 10	- - -	178	
Glasgow, The Bishop's, Infants - - Epis.			
Glasgow, Tron Parish - - Sess. 1	- - -	94	
		23	
Glasgow, Well Park (East Miller St.).			
Glasgow, Well Park (Ladywell Street) - F.C. 2	- - -	170	
		95	
‡Glasgow, Wilson's Endowed P.			
Glasgow, Woodside - - F.C. 2	280 0 0	100	
		20	
Glasgow (North Woodside), Female - - - *c*			
Glasgow, Wynd, Mission - - P.C. 1	- - -	105	
Glengivel - - G.A.	100 0 0		
Govan Colliery - - 11	- - -	237	
Govan, Female Industrial - 3	- - -	140	
		34	
Govan - - F.C. 3	- - -	200	
Govan - - P. 4	- - -	218	
Greengares - G.A.	75 0 0		
Greenhill Colliery - - 7	- - -	68	
Hamilton, Beckford Street, Female Industrial 2	- - -	160	
Hamilton, Kennedie's Female 2	- - -	42	
Hamilton, Orphan 3	- - -	126	
Hamilton, Orphan and Charity - 3	530 0 0	193	
Hamilton, St. John's - - F.C. 2	*600 0 0	374	
‡Hamilton, United Presbyterian.			
Jerviston, Subscription.			
Keppoch Hill - F.C. 3	- - -	103	
Kilbride, East - P. 3	- - -	177	
Kingston - - Sess. 11	200 0 0	67	
		26	
Lambhill - - Sess.			
Lanark, Broomgate Institution 6	- - -	92	
Lanark, Burgh - 6	*250 0 0	123	

a School discontinued. *b* School now closed.
c Now forms part of "Glasgow St. George's Road, St. George's Sch."

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Lesmark, St. Leonard's, Subscription - - - 6	- - -	152	56 0 8
Langloan - Ind. Works - - - 11	- - -	62	3 15 0
Larkhall Side - P. 7	- - -	63	—
Law Subscription 7	- - -	32	15 0 0
Lesmahagow (Lord Hyndford's) Ch. of S. 4	- - -	126	55 10 0
Lochbrinock Works 7	- - -	36	15 0 0
Lowerhagy, Female Industrial - 6	250 0 0	30	30 6 8
Lesmahago - F.C. 3	- - -	91	49 10 0
Libberton - P. 4	- - -	36	24 18 4
Longmuir Street Water, Govan - -	- - -	50	15 0 0
Maryhill - - P.C. 2	240 0 0	150	45 3 4
Maryhill, Industrial - - - 11	- - -	—	*a* { 30 0 0 / 32 10 0
Maryhill - - P. "	- - -	{ 176 / 201	*b* { 61 10 0 / 60 2 6
Maryhill - - R. 3	180 0 0	102	44 16 8
Maxwelltown, Endowed - 3	150 0 0	78	61 10 0
Millheugh - Sess. 7	- - -	162	30 0 0
Monkland, New P.			
Monkland, Old P. 7	- - -	62	40 10 0
Mormyside Colliery - - - 5	- - -	77	5 0 0
Muirhead Colliery and Iron Works 3	- - -	261	135 5 0
Mossend - - R. 4	- - -	263	59 5 0
Motherwell Iron Works - - 10	- - -	307	119 15 0
New hawking, Subscription - - 4	- - -	26	5 0 0
Newton Colliery			
Partick, Academy 4	350 0 0	221	129 10 0
Partick, Female Industrial Ch. of S. 4	- - -	138	49 10 0
Partick - F.C. 2	178 9 0	304	119 0 0
Partick, St. Peter's - - 4	- - -	81	20 0 0
Pettinain - P. 4	- - -	53	15 0 0
Port Dundas - Sess. 5	660 0 0	259	139 11 8
Quarter, Iron Works 10	- - -	140	81 10 0
Ringsend - - 7	60 0 0	53	14 0 0
Roberton, Female, Rosehall Colliery 10	- - -	170	93 15 0
Roughside - P. 3	191 6 0	65	37 10 0
Rutherglen, Burgh P.			
Rutherglen - F.C. 2	201 10 0	158	57 18 4
Rutherglen, Macdonald's - - 10	- - -	272	78 8 4
Sandford (Stonehouse), Subscription 5	- - -	68	31 10 0
Shettleston, Industrial - - 5	- - -	91	36 10 0
Shotts - - F.C. 8	- - -	{ 178 / 41 }	76 16 8
Shotts, St. Patrick's - - R. 9			
Springburn, Murdock's - Ch. of S. 8	- - -	104	
Springburn - R.			
Stillestone - 7	- - -	40	16 10 0
Stane, Wilson's, Endowed - 7	128 17 0	208	36 3 4
Stanrigg Colliery 7	- - -	116	51 10 0
Stonehouse - P.C. 3	- - -	141	80 0 0
Stonehouse - P. 3	- - -	140	55 3 4

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Stonehouse, Subscription - - 3	- - -	116	26 0 0
Stonelaw Colliery			
Strathaven - F.C. 2	340 19 0	182	79 10 0
Strathaven, East, Pay Side - - 6	- - -	62	30 0 0
Summerlie, Iron Works - - 3	- - -	189	71 13 4
Thankerton Colliery - - 7	- - -	68	15 0 0
Tollcross, United Presbyterian - 5	- - -	62	40 0 0
Uddingstone - Sess.	221 0 0		
Walston - - P. 4	- - -	37	37 10 0
Whiteinch - Estab. Ch. 3	332 0 0	99	79 6 8
Whiteinch, Female Industrial - 3	- - -	63	31 10 0
Wilsontown (Carnwath) Colliery - 4	- - -	193	44 0 0
Wishaw Academy 3	- - -	183	74 3 4
Wishaw, Public - 7	552 0 0	181	219 5 0
Wishaw - R. 3	- - -	300	159 3 4
Wishaw, Simpson Square - 3	- - -	86	2 10 0
Woodhall Colliery.			
LINLITHGOWSHIRE.			
Abercorn - F.C. 2	- - -	47	16 5 0
Armadale - G.A.	*34 0 0		
Armadale, Subscription - - 6	- - -	{ 156? / 195 }	138 18 4
Bathgate - P.	- - -	96	6 3 0
Bathgate - R. 5	- - -		
Binny - G.A.			
Boness, Infant Ch. of S. 7	- - -	164	29 0 0
Broxburn, Female G.A. 6	- - -	48	32 3 4
Carriden, Girls - P. 7	- - -	34	23 10 0
Crofthead, Coltness Company's 7	- - -	295	75 10 0
Durhamtown Colliers.			
Ecclesmachan - P. 6	- - -	101	85 13 4
Grangepans, Subscription - Ch. of S. 7	242 0 0	139	67 10 0
Greenhills, Colliery 7	- - -	206	57 3 4
Kingscavil - Ch. of S. 1	- - -	38	8 6 8
Kirkliston, Female Industrial 2	- - -	73	9 17 8
Kirkliston - F.C. 2	- - -	80	16 10 0
Linlithgow - F.C. 8	127 0 0	101	76 16 8
Linlithgow, Kirk Session - 7	- - -	174	31 1 8
Linlithgow, Mrs. Douglas's Cottage.			
Livingstone - P. 6	- - -	32	6 13 4
Longcroft (Linlithgow), Infant - - 3	- - -	110	22 0 8
Longridge -	166 0 0		
Queensferry, South Burgh - 7	- - -	138	35 0 0
Torphichen - F.C. 3	150 0 0	64	25 0 0
Torphichen - P.			
Uphall, Mineral Oil Company's 6	- - -	111	18 6 8
Whitburn, Fauldhouse, Wilson's Endowed - 7	59 0 0	89	63 0 0

a For two Years. *b* Including the attendance at Maryhill Industrial.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants paid within Year ending 31 Dec. 1870. Average Attendance	Annual Grants paid within Year ending 31 Dec. 1870. Amount.
LINLITHGOWSHIRE—*cont.*	£ s. d.		£ s. d.
Whitburn, Lady Baillie's Infant 6	- - -	77	29 15 0
Whitburn, Wilson's, Endowed - - 6	110 13 4	153	136 0 10
Winchburgh Ch. of S. 7	- - -	51	16 10 0
NAIRNSHIRE.			
Ardclach - - P. 3	- - -	19	18 10 0
Auldearn - - P. 3	- - -	34	23 0 0
Auldearn, Innes F.C. 3	145 0 0	37	15 0 0
Cawdor - - F.C. 3	65 0 0	28	16 10 0
Cawdor - - P. 3	- - -	64	30 0 0
Cawdor at Clunes G.A.	30 0 0		
Delnies Christian Knowledge Society's - 3	- - -	53	15 0 0
Ferintosh - - F.C. 2	90 0 0	63	32 0 0
Geddes Christian Knowledge Society 3	- - -	18	18 0 8
Glen Ferness - 3	- - -	33	16 10 0
Moyness - 3	128 1 10	37	15 0 0
Nairn - Epis.			
Nairn - - F.C. 10	150 0 0	131	77 0 0
Nairn - - G.A. 3	- - -	76	16 10 0
Nairn, Monitory -	*100 0 0		
ORKNEY AND SHETLAND.			
Bressay - - G.A. 7	- - -	34	15 0 0
Bressay - - P.			
Eday - - - G.A.			
Eday, North End 7	- - -	47	25 0 0
Evie and Rendall P.			
Firth - Ch. of S. 7	- - -	41	16 10 0
Harray Christian.			
Hillside - - G.A.			
Kirkwall Grammar 7	- - -	83	31 6 8
Lerwick, Educational Institute			
Elementary - 7	- - -	63	17 0 0
Lerwick - - Epis. 7	- - -	58	21 10 0
Lerwick - - P. 7	- - -	101	55 0 0
Orphir, St. Andrew's - - G.A.	23 0 0		
Papa Westray.			
Sandsting - - G.A. 7	- - -	40	13 15 0
Sanday - - F.C. 7	- - -	56	33 0 0
Sandwick - - P.			
Skelwick, Society's 7	- - -	52	50 0 0
Stenness, Madras 7	- - -	33	12 10 0
Stromness, Congregational - F.C. 7	- - -	96	58 0 0
Walls, North - G.A.			
Walls, South - P. 7	- - -	52	15 0 0
Westray Skibbin (West Side) -	52 0 0		
Whalsay - - G.A. 7	- - -	45	10 8 4
Wilfiness, Society 7	- - -	40	20 0 0
PEEBLES-SHIRE.			
Broughton - F.C. 3	- - -	41	15 0 0
Broughton - P. 6	- - -	30	21 10 0
Drumelzier - P. 5	- - -	30	16 10 0
Glenholm - - P. 5	- - -	14	18 0 0
Innerleithen - P.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants paid within Year ending 31 Dec. 1870. Average Attendance	Annual Grants paid within Year ending 31 Dec. 1870. Amount.
PEEBLES-SHIRE—*cont.*	£ s. d.		£ s. d.
Innerleithen, Subscription - - a			
Kilbucho - - P. 5	- - -	25	5 0 0
Linton, West - Epis.			
Linton, West, Female - - 5	- - -	25	18 0 0
Linton, West - P. 4	- - -	46	18 0 0
Newlands, Lamancha Side, Sch. P. 5	- - -	30	18 0 0
Peebles, Burgh English - 5	- - -	127	50 0 8
Peebles - - F.C. 2	109 0 0	85	39 0 0
Peebles, Halyrude Ch. of S. 5	137 5 0	174	85 6 8
Peebles, St. Joseph's - - R.			
Skirling - - P.			
Walkerburn - Undi. 5	212 7 6	90	45 6 4
PERTHSHIRE.			
Aberdalgie - P. 4	- - -	98	15 0 0
Abernyte - - P. 4	- - -	66	34 0 0
Aberuthven - F.C. 4	- - -	59	49 0 0
Aberuthven, Subscription - - 3			
Achara - - F.C. 5	- - -	83	98 13 4
Aldclune, Female Industrial.			
Aldgernaig - G.A. 3	- - -	40	25 8 4
Almondbank - G.A. 4	- - -	42	20 0 0
Alyth, Female - Epis. 2	- - -	82	46 10 0
Alyth - - - F.C. 8	224 2 6	103	62 11 8
Alyth, Girls', Industrial - Ch. of S. 4	357 0 0	166	66 0 0
Alyth - - - P. 4	- - -	78	69 0 0
Amulree - - F.C. 5	- - -	19	16 10 0
Amulree, Society's - - -	- - -	27	20 0 4
Ardoch - - P.			
Auchterarder - F.C. 5	- - -	80	45 0 0
Auchterarder - P. 3	- - -	82	18 12 6
Auchterarder, Sheidan's - 3	100 0 0	77	50 10 0
Auchterarder, Townhead - - 3	303 0 0	120	57 3 4
Auchtergaven - P. 4	- - -	91	16 0 0
Balbeggie, Subscription - - 4	- - -	61	52 10 0
Balgowan, Female 4	- - -	60	28 15 0
Bankfoot, Subscription - - 4	- - -	35	41 10 0
Birnam - - F.C. 5	269 0 0	37	15 0 0
Blackford - - F.C. 5	257 3 0	82	50 0 0
Blair Atholl - P. 3	- - -	70	46 0 0
Blair Drummond 12	- - - c	18	18 0 0
		19	18 0 0
Blairgowrie - P. 4	- - -	103	71 10 0
Blairgowrie - F.C. 8	- - -	222	137 6 0
Blairgowrie, St. Catherine's - Epis. 2	- - -	46	36 13 4
Blairgowrie, St. Stephen's - R. 4	- - -	81	39 10 0
Blairgowrie, South F.C. 8	- - -	215	99 10 0
Blairgowrie, Union Place - Ch. of S. 4			
Blairlusone - - 3	126 0 0	48	21 15 0
Braco, Subscription - - - 4	- - -	60	25 0 0
Breadalbane or Aberfeldy - F.C. 5	- - -	128	71 10 0
Bridge of Earn - F.C. 5	150 0 0	67	42 0 0

a Removed from inspection. b School discontinued. c For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1876). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Rattaton, Subscription - - 4	- - -	23	15 0 0
Rattray - - F.C. 5	- - -	211	20 0 0
Ruthven Ch. of S.			
Rynd - - P. 4	- - -	65	18 0 0
Rynd, Subscription - 3	207 17 6	72	56 10 0
Rynie - - P. 4	- - -	65	38 0 0
Saline - - F.C. 5	- - -	65	37 10 0
Saline - - P. 4	- - -	42	12 6 0
Scone - - 3	- - -	100	33 11 8
Scone - - F.C. 4	100 0 0	77	28 12 6
Scone, Infant and Female Industrial 4	150 0 0	86	20 0 0
Scrigend - - Sess. 6	- - -	28	6 5 0
Seaside - - F.C. 8	- - -	83	30 0 0
Shian - - F.C.			
Shieff, Female Industrial.			
Shieff - - F.C.			
Shieff, St. Columba's - - Epis. 2	- - -	62	15 0 0
Shieff, Taylor's Institution - 3	- - -	204	57 0 0
Shirrass, Guides Ch. of S. 11	- - *a*	96 / 92	30 10 0 / 34 0 0
Stanley - - P. 11	- - *a*	62 / 64	45 0 0 / 47 10 0
Strathmartine - F.C. 8	42 0 0	126	70 5 0
Strathmartine, Industrial 2	- - -	83	41 1 8
Stronachlachar Works 4	- - -	73	21 10 0
Strone - - F.C. 6	415 1 7	131	65 13 4
Tearvally - - P.			
Tenandie Burn - 3	129 16 3	31	13 0 0
Tirinie - - P. 3	- - -	53	38 0 0
Torbeg - - P. 3	- - -	73	44 13 4
Torphichen - - F.C. 5	- - -	60	59 10 0
Trinity Gask - - P. 11	- - *a*	99 / 112	60 10 0 / 65 10 0
Trinity Gask, St. Mary's - - Epis. 2	- - -	20	14 0 0
Trinity Gask (Duchess of Atholl's), Industrial Ch. of S. 5	- - -	80	41 0 0
Trinity Gask, Little - P. 4	- - -	85	57 0 0
Trinity Gask, Royal Ch. of S. 3	- - -	48	40 10 0
Tullibardine, Female 5	- - -	102	47 10 0
Tullibody - - F.C. 4	- - -	56	21 10 0
Tullibody - - P. 3	- - -		
Tullybeltane, Female Industrial - 4	470 0 0	92	41 0 0
Tullynessle - - F.C. 4	65 0 0	53	45 10 0
Tullynessle, Path of Condie - G.A.	40 0 0		
Turriff - - F.C. 5	86 0 0	66	40 0 0
Turriff, School of Industry.			
Udny - - *80 0 0			
Uig - - -			
Uig, Subscription - 3	- - -	34	21 10 0
Uig, Training, Subscription - 4			
Uphall - - P. 4	- - -	75	33 0 0
Urquhart - - Epis. 2	- - -	20	
Urquhart - - F.C. 3	- - -	19	12 10 0
Urquhart - - G.A. 3	- - -	74	42 10 0
Urquhart - - P. 3	- - -	32	25 0 0
Urquhart - - F.C. 5	- - -		
Urquhart - - P. 4	- - -	32	18 0 0
Urquhart - - P.			
Urquhart - - F.C. 5	- - -	32	18 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1876). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Kinbuck, Village Ch. of S. 3	- - -	35	24 8 4
Kincardine (in Monteith) - P. 12	- - -	103	52 10 0
Kincardine-on-Forth, Subscription - - - P.C.	300 0 0		
Kincardine-on-Forth (Baroness Keith's) - - 2	- - -	102	30 3 4
Kincardine and Tullibian Educational Association.			
Kinclaven - - P. 4	- - -	28	20 0 0
Kinfauns - - F.C. 4	- - -	80	20 3 10
Kinloch - - P. 4	- - -	27	9 11 8
Kinloch Rannoch, Parliamentary -	*160 0 0		
Kinnaird - - P. 4	- - -	48	34 0 0
Kinnoull - - P. 10	- - - *a*	105 / 100	110 0 0 / 102 13 4
Kippen - - P. 2	- - -	81	43 13 4
Kirkmichael - F.C. 8	- - -	31	21 10 0
Kirkmichael - P. 4	- - -	57	25 0 0
Lawers - - F.C. 5	- - -	38	18 0 0
Loch Earn Head F.C. 5	- - -	52	23 0 0
Loch Earn Head G.A. 4	- - -	19	21 10 0
Logie - - P., 12	- - - *a*	38 / 33	20 0 0 / 20 0 0
Logierait - - F.C. 5	- - -	40	11 10 0
Logierait - - P. 3	- - -	90	65 10 8
Longforgan - F.C. 6	- - -	50	37 11 8
†Martin's, St. - P.			
Meikleour - Sess. 4	- - -	45	4 13 4
Methven, Female Industrial - 3	- - -	71	30 10 0
Methven - - F.C.	74 0 0		
Methven - - P. 3	- - -	105	53 0 0
Methven, United Presbyterian - c			
Moneydie - - P. 4	- - -	44	18 0 0
Monzievaird and Strowan - - P. 3	130 0 0	121	66 10 0
Moulin - - F.C. 5	- - -	58	44 0 0
Moulin - - P. 3	- - -	34	14 0 0
Muchart - - P.			
Muirhly and Airntully - 3	- - -	83	41 10 0
Muthill - - F.C. 4	151 0 0	57	37 10 0
Muthill - - P. 3	- - -	72	36 10 0
Perth, Cathedral Epis.			
Perth, East Parish, Congregational 10	- - - *a*	124 / 136	66 10 0 / 78 10 0
Perth, East Parish, Female Industrial.			
Perth, Infant - P. 10	- - -	93	10 0 0
Perth, Infant - Undl.	*150 0 0		
Perth, Ladies' House of Refuge.			
Perth (Middle Parish) - Sess. 10	*300 0 0 *a*	140 / 123	75 10 0 / 36 10 0
Perth, New Row N. 10	*200 0 0 *a*	205 / 218	69 5 0 / 85 0 0
Perth, St. Andrew's - - Epis. 2	- - -	98	8 17 6
Perth, St. John's R. 4	528 8 0	182	105 0 0
Perth, St. Leonard's - - F.C. 6	- - -	136	77 0 0
Perth, St. Ninian's, Boys - - Epis. 2	- - -	52	43 0 0

a For two years. *b* Removed from inspection. *c* School extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Perth, St. Ninian's, Girls - - Epis.			
Perth, School of Industry, Boys			
Perth, Sharpe's Trust Educational Institution			
Perth (Stewart's), Free Trade - - 6	- - -	92	48 16 8
Perth, Territorial Mission - - F.C. 6	237 0 0	236	35 15 0
Perth, Watergate - - -	200 0 0	61	52 10 0
" " - - -	195 0 0	74	20 0 0
Perth, Free West " Church - - F.C. 8	820 0 0	262	165 1 8
Perth, West Church - - Sess. 10	*500 0 0	247	131 5 2
Pitcairn Green - F.C. 4	- - -	300	122 0 0
Pitlochry - - G.A. 3	80 0 0	58	25 5 0
Port of Monteith P. 2	- - -	59	33 0 0
Rattray - - P. 4	- - -	28	23 0 0
Ruskie - - G.A.	*33 0 0	104	64 0 0
Ruthvenfield - F.C. 3	- - -	63	14 10 0
Ruthvenfield, Scone - - F.C. 4	- - -	88	59 10 0
Stanley, Auxiliary P. 10	- - -	31	15 0 0
Stanley - - F.C. 4	131 2 0	131	66 0 0
Strathbraan - F.C. 5	90 0 0	35	20 0 0
Strathbrock - G.A. 3	- - -	31	17 18 0
Strathtyre, Christian Knowledge Society's - - 4	- - -	26	3 13 0
Strone of Galice - 4	104 17 10	81	15 0 0
Strowan, Society's Ch. of S. 3	- - -	19	19 3 4
Tenandry - - P.	*33 0 0		
Thornhill, Easter	- - - a	61	39 0 0
Ch. of S. 12		75	41 10 0
Thornhill - - G.A. 12	- - - a	63	37 10 0
		*62	30 5 0
Tomnessgreich, Trinity Gask - P. 3	- - -	21	21 10 0
Tullibelan - - P.			
Tullibardine Ch. of S. 3	- - -	44	17 10 0
Tulloch - - 3	- - -	40	4 3 4
Tulloch of Pitnaurse, Society's 5	- - -	37	8 6 8
Tummel Bridge, Society - 3	- - -	15	15 13 4
Weem - - P. 3	- - -	74	37 10 0
Woodside - - F.C. 4	16 5 0	66	30 10 0
RENFREWSHIRE.			
Barhead - - G.A.			
Barrhead - - R. 5	- - -	81	38 1 7
Barrhead - - Undl. 6	304 15 0	209	31 9 2
Bishopton - - F.C. 11	- - -	34	15 0 0
Bridge of Weir - G.A.	*375 0 0		
Busby - Ch. of S. 2	- - -	177	72 18 4
Cathcart - - P. 3	- - -	116	67 10 0
Crossmyloof - 11	- - -	192	87 10 0
Eaglesham, Female Industrial 7	104 0 0	121	57 0 0
Eaglesham - - P. 2			
Eastwood - - P. 11	- - -		c
Elderslie, Subscription - - 1	- - -	61	16 10 0
Elderslie, Wallace 3	- - -	102	29 10 0
Glenfield - - 6	- - -	52	9 3 4

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1870). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1870). Amount.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Greenock - - F.C. 10	- - -	137	48 0 0
Greenock, Baptist Gowrie (Glasgow), Cathcart St. - 1	- - -	510 72	161 10 0
Govan, Maxwell - Sess. 1	- - -	186 96	55 12 0
Greenock, Cartsdyke, St. Lawrence R. 5	- - -	231	104 16 10
Greenock, Crawfurdsburn - F.C.	227 17 6		
Greenock, East Epis. 9	- - -	150	69 10 0
Greenock, Female Sch. of Industry 4	- - -	132	102 13 4
Greenock, Finnieston Mission - 10	- - -	245	103 10 0
Greenock, Free Middle Church District Mission - 10	- - -	137	18 10 0
Greenock, Gaelic Church, Female Industrial - 6	- - -	89	63 6 0
Greenock, Gaelic Church - - Sess. 6	- - -	211 63	169 18 4
Greenock (Highlanders') - - F.C. 11	*600 0 0	481	288 3 4
" "	550 0 0		
Greenock, Middle Parish (Ann Street) - - Sess. 6	*120 0 0	303	135 10 0
Greenock, Ragged and Industrial -	1,000 0 0		
Greenock, St. Andrew's - - A.	*190 0 0		
Greenock, St. Andrew's Square 10	- - -	221	9 7 0
Greenock, East, St. John's - - Epis.	*80 0 0		
Greenock, St. Mary's - - R. 5	- - -	333	175 3 4
Greenock, South Parish - - G.A.	*200 0 0		
Greenock, West Parish - - Sess. 6	- - -	235	107 18 8
Houselhill, Endowed - Ch. of S. 11	- - -	80 83	42 3 0 56 0 0
Houston - - F.C. 11	218 0 0	69	40 0 0
Houston and Killellan - - P. 2	- - -	33	31 10 0
Hurlet and Nitshill, Public - 11	777 0 0	69	41 10 0
Inchinnan - - P. 7	- - -	59	34 0 0
Johnstone, St. Margaret's - R. 5	- - -	192	94 3 4
Johnstone, Ragged	205 4 0		
Jordan Hill, Industrial - - 10	- - -	51	40 0 0
Kilbarchan, Female 3	- - -	83	35 10 0
Kilbarchan - P. 3	- - -	126	63 6 8
Kilmalcolm - P. 7	- - -	105	88 0 0
Kinning Park - F.C. 1	- - -	284	63 10 0
Ladyburn, Subscription - F.C.			
Linwood - - P.			
Linwood - - R. 5	- - -	86	38 0 0
Lochwinnoch, Howwood, New 4	378 0 0	62	37 1 8
Lochwinnoch - P. 1	- - -	209 203	70 10 0
Lochwinnoch, Meadowhill, Female 1	- - -	118	35 10 0
Mearns - - P. 2	- - -	81	46 3 4
Neilston - - P. 8	- - -	198	70 12 6

a For two years. b Removed from inspection. c Due, but not paid.

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on 08 January, 2019